ALAGAPPA UNIVERSITY

[Accredited with 'A+' Grade by NAAC (CGPA:3.64) in the Third Cycle
and Graded as Category–I University by MHRD-UGC]

(A State University Established by the Government of Tamil Nadu)

KARAIKUDI – 630 003

Directorate of Distance Education

UG Common

IV - Semester

42

PART - II ENGLISH PAPER - IV

Dr.M. Devi Chandra, Assistant Professor in English, Government Arts College, Melur

SYLLABI-BOOK MAPPING TABLE

PART-II : ENGLISH PAPER-IV

CONTENTS

INTRODUCTION

NOTES

Literature symbolizes people, culture and tradition. It guides us towards a world full of experience and helps us evolve ourselves through its literary journey. It speaks to us in its various forms such as short story, poetry, drama, prose, fiction, non-fiction and so forth.

The 1980s and 90s saw a renaissance of Indian writing in English spearheaded by Salman Rushdie with his path breaking work *Midnight's Children*. With his success more and more Indian writers joined the group.

These contemporary writers are not only those who reside in India but include many who like Rushdie, reside abroad and are a part of the Indian diaspora. English, in its classical form was used by writers of the past like Raja Rao, Nirad C. Choudhuri, R.K. Narayan and Mulk Raj Anand.

This book also contains one entire block on William Shakespeare. William Shakespeare (1564–1616) is known as the master of English Literature. He was an English playwright, poet, actor, inventor of words, and master of drama and certainly one of the most famous artists of all time. He wrote approximately

36 plays and 154 sonnets. Shakespeare changed the English language, inventing dozens of new words which we still use today. His plays have been translated into more than 90 languages and his plays have been performed in several countries of the world. In this book, Shakespeare, students will get to study in detail about Shakespeare's dramatic career, the time period in which he wrote, as well as some of his most famous plays and characters.

This book *Part-II : English Paper - IV* has been designed keeping in mind the self-instruction mode (SIM) format and follows a simple pattern, wherein each unit of the book begins with the Introduction followed by the Objectives for the topic. The content is then presented in a simple and easy-to-understand manner, and is interspersed with Check Your Progress questions to reinforce the student's understanding of the topic. A list of Self-Assessment Questions and Exercises is also provided at the end of each unit. The Summary and Key Words further act as useful tools for students and are meant for effective recapitulation of the text.

BLOCK - I
SHORT STORIES

NOTES

UNIT 1 *LALAJEE*: JIM CORBETT

1.0 INTRODUCTION

Jim Corbett is an Anglo-Indian writer. He held the rank of colonel in the British Indian Amy. He was invited to kill man-eating tigers and leopards in the villages of Garhwal and Kumaon divisions. Later he became the protector of Indian wildlife. He created National Reserve for the endangered Bengal tiger in Uttarakhand. In the year 1957, the national park was renamed Jim Corbett National Park to honour him.

Corbett was a short-story writer. He lived for twenty years in the Kumaon district of Uttar Pradesh. He has written the books such as *Man-eaters of Kumaon*, *The Man-eating Leopards of Rudraprayag* and *The Temple Tiger*. They narrate his encounters with the tiger. After the Second World War, he spent the rest of his life in Kenya.

Jim Corbett, the Anglo-Indian writer has written the splendid short story titled *Lalajee*. It stresses the necessity of being kind and grateful to one another. People should learn to live together in harmony. That living in harmony will help them to come up in their lives, when they face misfortunes. Lalajee's stay with the narrator and the impact of his stay in the later part of his life has been narrated in the short story *Lalajee*. In this unit, you will get to study briefly about Jim Corbett and his short story Lalajee.

1.1 OBJECTIVES

After going through this unit, you will be able to:

- Prepare a brief introduction of Jim Corbett
- Critically analyse the short story *Lalajee*
- Summarize the story *Lalajeee*

NOTES

1.2 JIM CORBETT: AN INTRODUCTION

Jim Corbett (1875–1955) is a very common name in India and there are many who are aware of his writings. Jim Corbett was a lieutenant-colonel of the British officers serving in India and had an illustrious career in India in terms of training people in jungle warfare and ways of the Indian jungles. Usually, the British officers serving in India were not seen in a positive light byone the Indians since most of the officers were cruel to the natives and did not bother about the well-being of the native people. Their concern was primarily to look after the interests of the colonial administration and consequently they were perceived by the Indians as oppressors. But the picture of Jim Corbett is not that of a typical British Officer posted in Colonial India as his concern and knowledge about the Indian jungles and people living there made him a favourite among the Indians. Jim Corbett's writings on man-eating tigers of India are popular throughout the world, especially *Man Eaters of Kumaon* and *Man-Eating Leopard of Rudraprayag.*

Apart from being a colonial officer, Jim Corbett was also an excellent writer who had a natural flair for writing. In the piece of writing 'Kunwar Singh' (which is taken from his writing *My India*), Jim Corbett shows how a piece of writing can be made interesting with simplicity of expression. The narrative style of Jim Corbett is also fascinating as he starts with biographical details about his own experience of getting the first gun in his life.

1.3 *LALAJEE*: SUMMARY

The short story *Lalajee* begins with the passenger train arriving from Samaria Ghat, to the place called 'Mokemeh Ghat'. It is narrated from the first person narration. The narrator notices a man getting down from the broad-gauge passenger train. That man's appearance is given in detail. He is very thin, his eyes have sunk deep into their sockets. He wears only patched clothes, it had been white long ago. He carries a small bundle which is tied up with coloured handkerchief. From his walking style, it is clear that he is violently sick.

With the feeble steps, the sick man moves towards the bank of the river Ganges. He stoops to wash his face. Then he spreads the sheet on the bank of the river Ganges. The narrator understands that this sick man does not want to continue his journey in the same train. He opens his eyes and finds the narrator near him.

The sick man tells the narrator that he does not want to take trains, as he is dying. He comes to spend only the last moment of his life near the holy Ganges. He is aware of his health condition. The narrator too realizes that Cholera which is an epidemic in all areas in this summer season, the sick man might have affected by cholera. From his violently sick condition, he confirms that he is affected by Cholera only. From the sick man, the narrator understands that the sick man has

no friends at this place. So this narrator is kind enough to take him to his place which is in two hundred yards distance from the Ganges.

NOTES

In those days, before the electric fans were invented, people used Punkahs in their houses, which kept moving by pulling a cord through a pulley. The coolie has to keep pulling the cord to circulate the air in the room. He has employed many punkah coolies in his house. He has given separate houses to make them stay near his house. That punkah' coolie's house is vacant now. So he brings this sick man to this house. This house is detached from the servant's quarters. The servants do not like to live near the Cholera affected person. As it is epidemic, they also may become fatalists. So he is left to stay in the punkah coolie's house, which is far off from the servants' quarters.

The narrator had been at Mokameh Ghat for ten years. He has given employment to large labour force. They lived near him or in the villages nearby. The narrator has seen many Cholera affected persons in his stay of ten years. On seeing their pitiable condition, the narrator feels that if ever he gets his foul disease, he wishes a Good Samaritan, i.e. a kind man, would pity on him and shoot him at his head, or give him overdose of opium.; That means he does not want to live with that disease. He can better die than endure suffering with Cholera.

The narrator gives the information of people dying of cholera each year. The people in India die of Cholera, mainly not by the disease but by the fear of disease. The people who visit India strongly believe in fate. They believe that a man cannot die before his allotted time. It is clearly implied that people die mainly of the fear of disease, not by the actual disease.

The sick man suffers from cholera, which attacked him badly. The narrator believes that his faith and treatment alone can make him survive. He has three more cholera patients with him. He makes the sick man believe that he will be cured of his disease. He instils this confidence in the mind of the sick man. Because of his treatment and instilled confidence, this sick man regained his health and strength. At the end of the week only, the completely cured man narrates his story.

Lala is the name of the man who comes to end his life with the disease cholera. He was doing a flourishing grain business. He made the stranger as his partner and after few years of successful business life, this stranger-cum-partner deserted him. On his return from the long journey, Lala found his shop empty and his partner gone.

Lala did not expect this critical condition. He could spend money he has only for his personal debts. He has no credit with him. His wife died after the partner robbed him. He worked under the merchant with whom he had traded. For ten years, he worked as a man earning seven rupees a month, with which he can merely support himself and his son. He was going to Gaya from Muzaffrpur, to do his master's business. As he became very ill of cholera, he got down to die on the banks of sacred Ganges.

NOTES

Lalajee stays with him for nearly one month. Then he requests him to give permission to continue his journey to Gaya. He wishes to find other employment. When the narrator asks him to be a merchant again, the narrator replies that he wishes to be a merchant, but he needs five hundred rupees for that. When the narrator hands him over five one-hundred rupee note, he was tongue-tied. He keep glancing his notes until the bell of the train rang. He promises "Within one year your slave will return you this money."

To Lalajee, the narrator has given his greater part of his savings. He believed that the poor people in India will not forget the kindness. One day, he noticed a man in pure white clothes standing in his veranda to meet him. He fails to realize until he speaks. It was Lalajee who comes as he set time limit for himself. He narrates his trading transactions, by sitting on the floor, beside his chair.

Lalajee has gradually makes a progress in his business. His son studies in good school. He marries again, now with the daughter of the rich merchant of Patna. Within twelve months time, everything changed in his life. He returns his five hundred rupees along with the interest. But the narrator refuses to accept the interest, saying it was not our custom to accept interest from our friends.

Before leaving from this place, Lalajee tells him of his willingness to help him at the time of misery, as he has heard the narrator was reduced to one chapati and a little dal, once in his life. He says, if such a time should ever come in your life, "your slave will place all that he has at your feet."

Even after eleven years of this incident, each year the narrator receives a big basket of the best mangoes from Lalajee's garden. He aimed to be the merchant once again in his life, after he has been robbed of by his partner. As he returned to his position, he shows his gratitude to the narrator, each year reminding him of the kindness and helping nature.

1.3.1 Indianism in *Lalajee*

Jim Corbett, during his stay in India, has encountered different people of India. He has understood the minds of Indian people. He happens to meet Laljee near the river Ganges. It is customary for Indians to spend the last part of their lives near Ganges. On his journey to Gaya only, he gets down at Mokameh Ghat, as he is severely infected by Cholera. This epidemic disease kills many people in India. People die of the fear of this disease, not out of the actual disease. People stay away from Cholera-infected patients also, as they have fear of being infected.

The author has used the term 'mango season. As it is quite prevalent in India. The abstract qualities like gratitude, ambitious, being deceived, being determined of becoming merchant are other Indian qualities that can be found in this short story.

Lalajee shows his gratitude by returning to meet the narrator with the money as he has promised. He assures him of helping him at times of distress. He sends

every year in the summer season, one basket of mangoes to the narrator. He is obedient to the master i.e. the Anglo-Indian. He addresses himself as his slave, and the narrator as his master.

By seating himself on the floor when the narrator sits on the chair, even after becoming a successful merchant denotes his loyalty and obedient nature. He is determined of becoming a merchant again in his life.

1.3.2 Moral of the Story

Life consists of ups and downs. Lalajee was a successful merchant. Suddenly he becomes a loser. He loses his wife also. He has to work under the merchant with whom he has traded. He is infected with the fatal disease Cholera also. He realizes his condition near death. Hope comes in the form of the narrator. He helps him to recover his health. He has given him his own savings to this Lalajee with which he starts his business and becomes successful. He regains his financial position also.

One should not lose hope. Even when one faces misfortunes continuously in one's life, one should not lose hope. He should understood that God is bettering his life. It is his confidence that helps him to recover his health. It with this confidence, he continues his life. It is because of his hope, he comes back as a successful merchant, man with rich health, man with his own family. Everything becomes possible because of his hope.

One should have helping tendency. Like the narrator, one has to come forward to help the man recover his health, even though he is affected by the disease which is epidemic. Like the narrator, one should come forward to give financial assistance with the money he has saved for years.

One should not believe the stranger, making him the partner in his business and leaving the entire wealth in his control. As man's tendency is to get tempted, it is wrong on the part of the man who tempts.

One should show one's gratitude also. It is quite humane to return the help rendered. It is expected to return the money borrowed from others.

Check Your Progress

1. What does Lalajee do on leaving the steamer?
2. Why did Jim Corbett take Lalajee to his house?
3. What did Lalajee's survival depend on?
4. Why was Corbett not able to spend much time to nurse Lalajee?
5. What did Lalajee accomplish within a year of leaving Mokameh Ghat?

1.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

NOTES

1. Lalajee is sick. He moves towards the bank of the river Ganges. He stoops to wash his face.
2. Lalajee is affected by cholera. Jim Corbett takes him to take his house to cure him of that disease.
3. Lalajee's survival depended on Jim Corbett's treatment and helping attitude.
4. Corbett was not able to spend much time to nurse Lalajee because he had three more cholera patients with him.
5. Lalajee gradually makes progress in his business. His son goes to study in a good school. He marries again with the daughter of the rich merchant of Patna.

1.5 SUMMARY

- Jim Corbett is an Anglo-Indian writer. He held the rank of colonel in the British Indian Amy. He was invited to kill man-eating tigers and leopards in the villages of Garhwal and Kumaon divisions.
- Corbett was a short-story writer. He lived for twenty years in the Kumaon district of Uttar Pradesh.
- The short story 'Lalajee' begins with the passenger train arriving from Samaria Ghat, to the place called 'Mokemeh Ghat'. It is narrated from the first person narration.
- The narrator had been at Mokameh Ghat for ten years. He has given employment to large labour force.
- Lala is the name of the man who comes to end his life with the disease Cholera. He was doing a flourishing grain business.
- Jim Corbett, during his stay in India, has encountered different people of India. He has understood the minds of Indian people. He happens to meet Laljee near the river Ganges.
- Life consists of ups and downs. Lalajee was a successful merchant. Suddenly he becomes a loser. He loses his wife also.
- One should have helping tendency. Like the narrator, one has to come forward to help the man recover his health, even though he is affected by the disease which is epidemic.

1.6 KEY WORDS

NOTES

- **Epidemic:** It is defined as an outbreak of disease that spreads quickly and affects several individuals at the same time.
- **Gratitude:** It refers to a token of appreciation for an act of another.
- **Abstract:** It alludes to existing as an idea, feeling, or quality, not as a material object.
- **Anglo-Indian:** This term is mainly used for British people who are working in India and belong to Indian origin community.
- **First person narration:** It is a method of storytelling in which the narrator relates events from his own perspective using 'I' or 'we'.

1.7 SELF-ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Mention the major works of Jim Corbett.
2. How does the author bring out the foul nature of cholera?
3. Why did Lalajee think that he could not become a merchant again?
4. What promise did Lalajee make before leaving Mokameh Ghat?
5. How did Lalajee show his gratitude to Corbett?
6. Why was Lalajee tongue-tied before his first departure from Corbett?

Long-Answer Questions

1. Describe the humanism in *Lalajee*.
2. Critically analyse the suffering in *Lalajee*.
3. How was Lalajee able to make things right, after his loss? Explain with examples from the text.
4. Elaborate the pains of disease cholera as shown in *Lalajee*.
5. How did the narrator assist Lalajee in coming up in life?

1.8 FURTHER READINGS

Booth, Martin. 1986. *Carpet Sahib: A Life of Jim Corbett*. London: Constable and Co. Ltd.

Corbett, Jim. 1991. 'Jungle Lore', *The Second Jim Corbett Omni Bus*. New Delhi: Oxford University Press.

NOTES

Jaleel, Jerry A. 2001. *Under the Shadow of Man-Eaters: The Life and Legend of Jim Corbett.* New Delhi: Orient Longman.

Kala, D.C. 2009. *Jim Corbett of Kumaon*. New Delhi: Penguin Books and Ravi Dayal Publishers.

Gupta D. Prosenjit. 2005. *Tracking Jim. A Hunt in Corbett Country.* New Delhi: Penguin Books.

UNIT 2 *A DAY'S WAIT*: HEMINGWAY

NOTES

2.0 INTRODUCTION

Ernest Hemingway is an American novelist and short story writer. He began his career as a journalist. He multiplies intensity through his language. He brings the reality in the photographic description. He has dealt with the themes of love, war, wilderness and loss. These themes are recurrent in his works. In *A Day's Wait* the author narrates the story of the boy who lay in his bed, waiting for death, as a result of simple misunderstanding.

Ernest Hemingway's *A Day's Wait* deals with the story of the tragic result of the miscommunication between the boy and the doctor. The father finally clarifies the son's doubt and brings him back to the normal condition. Schatz, the nine-year-old boy is sick with flu and high fever. The doctor's measurement of the temperature of the boy's sickness creates inner conflict and fear in his mind.In this unit, you will study about a brief introduction of Ernest Hemingway and his short story A Day's Wait.

2.1 OBJECTIVES

After going through this unit, you will be able to:

- Identify the salient features of Hemingway's writings
- List the major works of Ernest Hemingway
- Analyse the major themes of the short story *A Day's Wait*
- Summarize the short story *A Day's Wait*

2.2 ERNST HEMINGWAY: AN INTRODUCTION

Born at Oak Park, Illinois, in the summer of 1899, Ernest Hemingway is known to have condemned his middle-class parents for their conventional morality and values. Hemingway left home at a young age and became a newspaper reporter in Kansas City. He joined the Italian Red Cross in early 1918 where he served as an

ambulance driver in Italy during the First World War. During his stay abroad, a couple of incidences in Hemingway's life became the source of inspiration, as portrayed by the characters of his work *A Farewell to Arms*. The first incidence was a mishap that took place on 8 July 1918, when a trench mortar shell struck Hemingway while he squat beyond the front lines with three Italian soldiers. Though the story was exaggerated over the years, it was a fact that when Hemingway was transferred to a hospital in Milan, he fell in love with Agnes von Kurowsky, a Red Cross nurse. Though there are divided opinions on the role played by Agnes in Hemingway's life and writing, there is a modest doubt that his relationship with her inspired the relationship between Lieutenant Henry and Catherine Barkley in his novel *A Farewell to Arms*.

After recovery, Hemingway worked as a reporter for many years. This helped him in improving his writing skills, where his style had clarity, precision and an emotional expression. In September 1921, Hemingway got married to Hadley Richardson, first of his four wives, and settled in Paris. Here, he made valuable connections with American expatriate writers that included names like Ezra Pound and Gertrude Stein. Hemingway's first collection of short stories, *In Our Time,* introduced Nick Adams, one of the Hemingway's favourite protagonists, whose difficult road from youth to maturity he chronicled. By then, Hemingway's reputation as a writer was firmly established by the publication of *The Sun Also Rises* (1926) and *A Farewell to Arms* (1929).

A Farewell to Arms is considered to be Hemingway's most accomplished novel that gives a powerful description of life, during and just after the First World War. The novel also maps the psychological complexities of its characters with the aid of revolutionary and pared-down prose style.

In 1952, regardless of bouts of depression, Hemingway wrote the novel *The Old Man and the Sea*. Hemingway's novel received the Pulitzer Prize in May 1952, and he was awarded the Nobel Prize in Literature in 1954. On 2 July 1961, Hemingway committed suicide at his home in Ketchum, Idaho.

Hemingway was brought up in Oak Park, Illinois. He joined the Italian front to get recruited with the World War I ambulance drivers. In 1918, he was seriously wounded and returned home. His wartime experiences formed the basis for his novel A Farewell to Arms. He divorced his first wife Hadley Richardson in 1927. After this, he married Pauline Pfeiffer, whom he divorced after returning from the Spanish Civil War where he had been a journalist. Following this, he wrote For Whom the Bell Tolls. He married Martha Gellhorn as his third wife in 1940. However, they too got separated when he met Mary Welsh in London during World War II. Hemingway was present at the Normandy Landings and the liberation of Paris. Soon after *The Old Man and the Sea* was published in 1952, Hemingway went on safari to Africa, where he was almost killed in two successive plane crashes that left him in pain and ill health for almost the rest of his life. Hemingway had permanent residences in Key West, Florida (1930s) and Cuba (1940s and 1950s), and in 1959, he bought a house in Ketchum, Idaho, where he committed suicide in the summer of 1961.

NOTES

2.2.1 Important Works of Ernest Hemingway

- ***The Torrents of Spring*** **(1926):** *The Torrents of Spring* is a novella, which was published in 1926. The novel was subtitled as *A Romantic Novel* in Honor of the Passing of a Great Race. Hemingway used the work as a satire of the world of writers. It is Hemingway's first long work and was written as an imitation of Sherwood Anderson's Dark Laughter.
- ***The Sun Also Rises*** **(1926):** *The Sun Also Rises* is a 1926 novel. It is about a group of American and British expatriates who travel from Paris to the Festival of San Fermín in Pamplona to watch the running of the bulls and the bullfights. An early and enduring modernist novel, it received mixed reviews upon publication. Hemingway's biographer Jeffrey Meyers writes that it is 'recognized as Hemingway's greatest work'. Moreover, Hemingway's scholar Linda Wagner-Martin calls it his most important novel. The novel was published in October 1926 in the United States. In 1927, the London publishing house Jonathan Cape published the novel with the title of Fiesta. Since then, it has been continuously in print.

  The basis for the novel was Hemingway's 1925 trip to Spain. The setting was unique and memorable, showing the seedy café life in Paris, and the excitement of the Pamplona festival, with a middle section devoted to descriptions of a fishing trip in the Pyrenees. Equally unique was Hemingway's spare writing style, combined with his restrained use of description to convey characterizations and action, which became known as the Iceberg Theory. Additionally, Hemingway investigates the themes of love, death, renewal in nature, and the nature of masculinity.
- ***A Farewell to Arms*** **(1929):** *A Farewell to Arms* is a novel set during the Italian campaign of World War I. The book was published in 1929. It is a first-person account of American Frederic Henry, serving as a Lieutenant (Tenente) in the ambulance corps of the Italian Army. The title is taken from a poem by sixteenth century English dramatist George Peele.

  A Farewell to Arms focuses on a romance between the expatriate American Henry and Catherine Barkley, whose nationality is described as English or Scottish, against the backdrop of the First World War, cynical soldiers, fighting and the displacement of populations. The publication of this, Hemingway's bleakest novel, paved his importance as a modern American writer. It became his first best-seller, and is described by biographer Michael Reynolds as 'the premier American war novel from that debacle World War I'.

  The novel was first adapted to stage by Laurence Stallings in 1930, then to film in 1932, with a 1957 remake.
- ***To Have and Have Not*** **(1937):** *To Have and Have* Not is a 1937 novel about Harry Morgan, a fishing boat captain who runs contraband between Cuba and Florida. The novel depicts Harry as basically a good man who is forced into black-market activity by economic forces beyond his control. At first, his fishing charter customer Mr Johnson tricks Harry by slipping

NOTES

away without paying any of the money he owes him. Harry then makes a critical decision to smuggle Chinese immigrants into Florida to make ends meet. To continue supporting his family, Harry begins to regularly ferry different types of illegal cargo between the two countries, including alcohol and Cuban revolutionaries. The Great Depression features prominently in the novel, forcing depravity and hunger on the poor residents of Key West who are referred to as 'Conchs'.

- ***For Whom the Bell Tolls* (1940):** *For Whom the Bell Tolls* is a novel published in 1940. It tells the story of Robert Jordan, a young American in the International Brigades attached to a republican guerrilla unit during the Spanish Civil War. As a dynamiter, he is assigned to blow up a bridge during an attack on the city of Segovia. Hemingway's biographer Jeffrey Meyers writes that the novel is regarded as one of Hemingway's best works, along with *The Sun Also Rises*, *The Old Man and the Sea* and *A Farewell to Arms*.
- ***Across the River and into the Trees* (1950):** *Across the River and Into the Trees* is a novel published by Charles Scribner's Sons in September 1950. Prior to publication by Scribner's, the novel was serialized in Cosmopolitan magazine. The title is derived from the last words of Confederate General Thomas J. (Stonewall) Jackson.

  A central theme in the novel is death and how one faces death. One biographer and critic sees a parallel between Hemingway's *Across the River and Into the Trees* and Thomas Mann's *Death in Venice*. Generally, critics agree that the novel is built upon successive layers of symbolism. As in his other writings, Hemingway uses the style known as the Iceberg theory in which much of the substance of the work lies below the surface of the plot itself.

  The novel was written in Italy, Cuba and France. *Across the River and Into the Trees* was the first of Hemingway's novels to receive consistently bad press and reviews. In the years since its publication, however, some critics have come to believe it is an important addition to the Hemingway canon.
- ***The Old Man and the Sea* (1952):** *The Old Man and the Sea* is a novel published in 1952. It was the last major work of fiction to be produced by Hemingway and published in his lifetime. It is one of his most famous works, which centres upon Santiago, an aging fisherman who struggles with a giant marlin far out in the Gulf Stream. *The Old Man and the Sea* was awarded the Pulitzer Prize for Fiction in 1953 and was cited by the Nobel Committee as contributing to the awarding of the Nobel Prize in Literature to Hemingway in 1954.
- ***Islands in the Stream* (1970, posthumous):** *Islands in the Stream* (1970) is the first of the posthumously published works of Ernest Hemingway. The book was originally intended to revive Hemingway's reputation after the negative reviews of *Across the River and Into the Trees*. He began writing it in 1950 and advanced greatly through 1951. The work, rough but seemingly finished, was found by Mary Hemingway from among 332

different works Hemingway left behind after his death. The novel was meant to encompass three stories to illustrate different stages in the life of its main character, Thomas Hudson. The three different parts of the novel were originally to be entitled The Sea When Young, The Sea When Absent and The Sea in Being. These titles were changed, however, into what are now its three acts: Bmiini, Cuba and At Sea

- ***The Garden of Eden*** **(1986, posthumous):** *The Garden of Eden* is the second posthumously released novel, published in 1986. Begun in 1946, Hemingway worked on the manuscript for the next fifteen years, during which time he also wrote *The Old Man and the Sea*, *The Dangerous Summer, A Moveable Feast* and *Islands* in the Stream. The novel is fundamentally the story of five months in the lives of David Bourne, an American writer, and his wife Catherine. It is set mainly in the French Riviera, specifically in the Côte d'Azur, and in Spain. The story begins with their honeymoon in the Camargue. The Bournes soon meet a young woman named Marita, with whom they both fall in love, but only one can ultimately have her. David starts an affair with Marita, while his relationship with his wife deteriorates. The story continues until the apparent separation of David and Catherine.
- ***True at First Light*** **(1999, posthumous):** *True at First Light* is a book about Hemingway's 1953–54 East African safari with his fourth wife Mary, released posthumously in his centennial year in 1999. The book received mostly negative or lukewarm reviews from the popular press and sparked a literary controversy regarding how, and whether, an author's work should be reworked and published after his death. Unlike critics in the popular press, Hemingway scholars generally consider *True at First Light* to be complex and a worthy addition to his canon of later fiction. In the book, Hemingway explores conflict within a marriage, the conflict between the European and native cultures in Africa, and the fear a writer feels when his work becomes impossible. The book includes descriptions of his earlier friendships with other writers and digressive ruminations on the nature of writing.

Check Your Progress

1. Who was Ernest Hemingway?
2. Where was he born?

2.3 *A DAY'S WAIT:* SUMMARY AND CRITICAL ANALYSIS

The story *A Day's Wait* is narrated from the father's point of view. It describes the nine year old boy's mentality and behaviour. The boy is infected by the light epidemic of flu. He was not affected by pneumonia. When the story begins, the boy Schatz appears to be sick, when his father enters the room to close the windows.

NOTES

In his bed, Schatz was found shivering. His face was white. He walked slowly as if it is too painful to move. As the boy suffered from headache, the narrator insisted to go to bed. He merely sits near the fire, without taking rest. He looked miserable and sick. He has fever also. So the doctor is invited to cure the boy from fever.

The doctor takes the temperature. On request, the doctor tells the temperature as 'One hundred and two'. This collapses the boy. From this moment onwards, he begins to count his time. He understands that death approaches him.

Without knowing any of these misconceptions, the doctor prescribes medicines in different coloured capsules and gives the reason for each tablet. He tells that the boy is infected by the epidemic of flu, not pneumonia.

The boy's face was white and there are dark patches under his eyes. His father wants him to be comfortable and so to divert him, he begins to read the book *Book of Pirates* by Howard Pyle. He noticed that the boy was not following what he was reading.

The boy tells that his health condition is quite the same, without any improvement. The narrator continues to read the book, till the time to give another capsule. The boy usually sleeps, when his father engages himself with his own work. But now the boy continues to gaze at the foot of the bed.

The boy does not want to sleep. He does not want his father also to stay with him. After giving him the prescribed capsules at eleven o'clock, his father went out for a while. On his return, he learnt that the boy had refused to let anyone enter into his room

The boy is found in the same position, with his white-face. His cheeks also flushed by the fever. He continues to share at the foot of the bed. So his father takes the temperature again. Now the boy asks for the temperature.

The boy's father does not take his words seriously. He merely replies, it is alright. It is nothing to worry about. But the boy continues to behave strangely. When his father insists him to take pills, he questioned, "Will it do any good". His father continues to read, consoling the boy. Now also, the boy is not following.

The boy himself questions his father, "at what time he is going to die?" His father does not understand at first what he is asking. He makes it clear that he is not going to die. For this, the boy replies, "I heard him say a hundred and two." His father clarified him telling people do not die with a fever of one hundred and two.

The boy told his father that the boys in his school told him that one cannot live with forty-four degrees. But I have got one hundred and two. So the boy had been expecting his death ever since nine 0'clock in the morning.

The boy's father clarifies him telling that there is a difference between miles and kilometres. On that different thermometer, thirty-seven is normal. On this thermometer, it is ninety-eight. After understanding this only, the boy's gaze moved from the foot of the bed.

The boy relaxed himself. From the next day, the boy was found to be too naughty. He cried easily for things of no importance.

2.3.1 Moral of the Story

From this short story, one can understand the father's love for his son. The boy's father showers his love, empathy, care on him. He wants to divert him, from his sickness and so he begins to read aloud the book which he likes most. The father understands his son from the appearance itself. He understands his sickness, from his face itself.

The father does not laugh at his son's misunderstanding. Instead, he clarifies his doubts and misunderstandings. There is no tone of ridicule. But the readers feel the humour in the end of the story.

The paediatric attitude is also given in detail. It is the nature of the children to misunderstand things, imagine things on their own and behave strangely. When they are questioned, it is the responsibility of the elders to clarify their doubts by answering them. When they are clarified, they continue to be naughty.

Through the story *A Day's Wait*, the inner conflict of the boy is revealed. He feels depressed as he misunderstands that he is going to die. The father's love and concern for the son is described in detail. The boy gets miscommunicated. The boy remaining awake, the boy not following the father's reading a book indicate that the boy is completely shattered.

The story begins with the father's discovery of his son Schatz's ill health. To treat this nine-year old boy, from influenza, the doctor is brought to the house. The doctor informs the father that the boy will be fine as the fever does not go above 104 degrees. He gives three different medicines to the father along with the instructions.

After the doctor's departure, the father reads about Pirates. But the boy does not pay attention to it, but his eyes remain fixed at the foot of the bed. Noticing his strange behaviour, the father asks him to sleep. But Schatz says that he would be awake.

After giving him medicines at 11 0' clock, the father goes out. When the father returns home, he learns that Schatz has refused to allow anyone inside his room. He does not want others to get infected by flu. The boy's father enters the room and finds him continue staring at the foot of the bed.

The boy's father checks the temperature of the boy. He tells him that there is nothing to worry about. When the boy questions the father about how far the medicines will cure him, the father replied affirmatively. Then he asks his father when he [Schatz] will die.

Schatz tells his father that usually one cannot survive with temperature above forty-four. But his temperature is 102. He expects his death from the morning. The father explains the difference between Fahrenheit and Celsius. The boy gets clarified of all his doubts and misunderstandings. From the next day onwards, the boy begins to be too naughty, by upsetting over little things.

The father of the nine-year old boy is the narrator of the story. He is unnamed. He explains the boy that France and America use different thermometers which measure the units of temperature.

NOTES

This short story deals with the themes such as fear, confusion, and responsibility.

2.3.2 Theme of Fear

The short story deals with the theme of fear. Schatz fears that he is going to die based on the misinformation of Celsius versus Fahrenheit. The fear of death makes him isolate from everyone he knows. With fear, he continues to stare at the foot of the bed. As his imagination runs wild, it creates confusion. He does not want others to get affected by this high temperature and face death. He thinks that he is going to die. The fear of death haunts him. This fear of death is common for all human beings. He waits for his death. The short story is rightly titled as *A Day's Wait*.

Check Your Progress

3. What is the nine-year old boy infected with?
4. How does the boy's father console his son during his illness?
5. How does the father clarify the doubt of his son regarding his temperature?

2.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Ernest Hemingway was a twentieth century author and journalist. His style of writing was economical and understated, influencing contemporary literature in a big way. His adventurous lifestyle and public image in turn, influenced the younger generations.
2. He was born at Oak Park, Ilinois.
3. The nine-year old boy is infected by the light epidemic of flu. He was not affected by pneumonia.
4. The boy's father wants him to be comfortable and so to divert him, he begins to read the book *Book of Pirates* by Howard Pyle.
5. The boy's father clarifies him telling that there is a difference between miles and kilometres. On that different thermometer, thirty-seven is normal. On this thermometer, it is ninety-eight.

2.5 SUMMARY

- Born at Oak Park, Illinois, in the summer of 1899, Ernest Hemingway is known to have condemned his middle-class parents for their conventional

morality and values. Hemingway left home at a young age and became a newspaper reporter in Kansas City.

- Though there are divided opinions on the role played by Agnes in Hemingway's life and writing, there is a modest doubt that his relationship with her inspired the relationship between Lieutenant Henry and Catherine Barkley in his novel *A Farewell to Arms*.
- After recovery, Hemingway worked as a reporter for many years. This helped him in improving his writing skills, where his style had clarity, precision and an emotional expression. In September 1921, Hemingway got married to Hadley Richardson, first of his four wives, and settled in Paris.
- *A Farewell to Arms* is considered to be Hemingway's most accomplished novel that gives a powerful description of life, during and just after the First World War. The novel also maps the psychological complexities of its characters with the aid of revolutionary and pared-down prose style.
- Hemingway was brought up in Oak Park, Illinois. He joined the Italian front to get recruited with the World War I ambulance drivers. In 1918, he was seriously wounded and returned home.
- Ernest Hemingway's *A Day's Wait* deals with the story of the tragic result of the miscommunication between the boy and the doctor.
- Ernest Hemingway is an American novelist and short story writer. He began his career as a journalist. He multiplies intensity through his language.
- The story *A Day's Wait* is narrated from the father's point of view. It describes the nine year old boy's mentality and behaviour.
- The doctor takes the temperature. On request, the doctor tells the temperature as 'One hundred and two'. This collapses the boy. From this moment onwards, he begins to count his time. He understands that death approaches him.
- The boy told his father that the boys in his school told him that one cannot live with forty-four degrees.
- The boy's father clarifies him telling that there is a difference between miles and kilometres. On that different thermometer, thirty-seven is normal. On this thermometer, it is ninety-eight. After understanding this only, the boy's gaze moved from the foot of the bed.
- From this short story, one can understand the father's love for his son. The boy's father showers his love, empathy, care on him.
- The paediatric attitude is also given in detail. It is the nature of the children to misunderstand things, imagine things on their own and behave strangely.
- Through the story *A Day's Wait*, the inner conflict of the boy is revealed. He feels depressed as he misunderstands that he is going to die. The father's love and concern for the son is described in detail.
- The short story deals with the theme of fear. Schatz fears that he is going to die based on the misinformation of Celsius versus Fahrenheit.

NOTES

2.6 KEY WORDS

- **Empathy:** It refers to one's ability to identify and understand the emotions and feelings of others.
- **Paediatric:** It is the field of medical science concerned with the physical, mental, and social health of children from birth to young adulthood.
- **Pneumonia:** It is an inflammation of the lungs associated with symptoms such as cough, chest pain and troubled breathing.
- **Masculinity:** It refers to qualities such as strength and boldness ascribed to men.

2.7 SELF-ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Give a brief sketch of Hemingway's life.
2. How does the father react to the son's question regarding his time of death?
3. How does the father entertain the sick son?
4. What made the boy fear in *'A Day's Wait'*?
5. Write a short note on the moral of the story.

Long-Answer Questions

1. Comment on the title of the shorty story *A Day's Wait*.
2. Examine the inner conflict of the sick son in *A Day's Wait*.

2.8 FURTHER READINGS

Beegel, S. F. 1993. 'Howard Pyle's Book of Pirates and male taciturnity in Hemingway's *A Day's Wait'*. *Studies in Short Fiction*. 30 (4): 535.

Cearley, Valery Faye Thomson. 'Exploring connections in Ernest Hemingway's *A Day's Wait*.' worlcat.org. Retrieved 27 December 2019.

Hanneman, Audre. 1975. *Ernest Hemingway. Supplement to Ernest Hemingway: A Comprehensive Bibliography.* Princeton: Princeton UP.

Harold Bloom, (introduction). 1987. *Ernest Hemingway's 'The Sun Also Rises: Modern Critical Interpretations.* New York: Chelsea House.

Hacker, L. M., Helene S Zahler ed. 1947. *The Shaping of American Tradition*. New York: Columbia University Press.

UNIT 3 *TWO OLD MEN:* LEO TOLSTOY

NOTES

Structure

3.0 INTRODUCTION

Count Lev Nikolayevich Tolstoy is a Russian. He is usually referred in English as Leo Tolstoy. He is regarded as one of the greatest Russian writers. He was nominated for Nobel Prize Literature from 1902 to 1906. He is known for his novels *War and Peace* and *Anna Karenina*. He has contributed plays and philosophical essays also.

Two Old Men is a story about two old men who set out to Jerusalem and their return to their place. Efim and Elisha were the two old men. It was Elisha who insisted to begin the journey to Jerusalem at once. But Efim hesitated with his own reasons. Elisha came across a hut with many dying people. They were dying of hunger. He helped them with food and things to survive on their own. He found God within himself. He returned home. When he met his friend Efim, after his return from the pilgrimage, he felt that it is God's business. In this unit, you will get to study briefly about the life and works of Leo Tolstoy and his work Two Old Men.

3.1 OBJECTIVES

After going through this unit, you will be able to:

- Identify the important works of Leo Tolstoy
- Examine the moral of the short story *Two Old Men*
- Analyse the character of Efim and Elisha

3.2 LEO TOLSTOY: AN INTRODUCTION

Count Leo Tolstoy was born on 28 August 1828 into a Russian family of nobility. He is a well-known modern Russian novelist and short story writer and a great social reformer. He was the fourth of five children of Count Nikolai Ilyich Tolstoy and Countess Mariya Tolstaya, both of whom died when he was quite young.

Unable to concentrate on studies due to a mental crisis, Tolstoy left university in the middle of his studies. Returning home, he founded schools for his serfs' children. Tolstoy was greatly influenced by Victor Hugo. He also wrote plays and essays. *War and Peace* (1869) and *Anna Karenina* (1877) are two of his most famed works. Tolstoy was known as a complicated and paradoxical persona. His moralistic and ascetic views were extreme. This was due to a moral crisis and spiritual awakening after which he became a moral thinker and social reformer. His works such as *The Kingdom of God is Within You* (1894), greatly influenced important modern thinkers as Gandhiji and Martin Luther King. Tolstoy, in his short stories, attempts to convey a realistic portrayal of Russian society during that time. Tolstoy died of pneumonia on 20 November1910. *Major literary works*

Novels

- *Boyhood (1854)*
- *War and Peace (1869)*
- *The Death of Ivan Ilyich (1886)*
- *Anna Karenina (1877)*
- *Master and Man (1895)*
- *Family Happiness (1859)*

Short Stories

- *The Forged Coupon and Other Stories (1912)*
- *Twenty-Three Tales*
- *Albert (1858)*
- *The Devil (1889-1890)*
- *Father Sergius (1890)*
- *Lucerne (1857)*

Dramatic Plays

- *The Power of Darkness*
- *Redemption (1900)*

3.3 *TWO OLD MEN:* SUMMARY

Two Old Men describes the story of two old men who set out to Jerusalem and their return to their place. Their journey resembles Bunyan's 'Pilgrim's Progress'. Their journey begins with hesitation, postponement and decision to accomplish it at once.

Efim and Elisha were the two old men. Efim, the rich man had not used bad word, not taken vodka, tobacco in his life. Elisha was not a rich man. He raised bees to support his family. He was a good-natured man. He had the habit of taking vodka, snuff. It was Elisha who insisted to begin the journey to Jerusalem at

once. But Efim hesitated with the reason that he was building izba, the cottage for peasants and he would like to see with his own eyes finishing the job.

Elisha persuaded him saying, Easter would not wait for us. But Efim said that he had no money as he had invested into that building. He needed one hundred rubles. Efim ridiculed him saying, he had ten times as much property as Efim had. He convinced saying that there is nothing more precious than the soul. He begged his friend to begin the journey.

At the end of the week they began their pilgrimage. Efim had given detailed instructions to his family members, regarding the things to be done in his absence. But Elisha instructed to do things according to the situation that arises.

For five weeks, the old men walked. Their shoes were worn out. So they decided to buy in Little Russia. It was the only place where they did not spend for their food. Without payment, they gave food, filled their bags with bread, cakes to eat during their travel. So they were able to travel 500 miles without spending money.

When the old men crossed the next province, they understood that the harvest had failed. The peasants gave free lodging, but charged money for food. They got the news that the harvest failed a year before. The rich people sold all they possessed. The poor people became destitute. They begged and starved. They had only husks and goosefoot in the winter season.

One night, the old men stopped in the small village. They bought fifteen pounds of bread. They came across the stream and so they filled the bowl with water. Efim was the better walker than Elisha. Elisha needed water and so he went near a hut, sending Efim to continue his journey. Elisha asked for a drink. But the man who lay outside the house did not answer.

The people in the house did not remember how many days they remained without food and water. Elisha searched for the well and brought water to the people. He gave bread to the children and old woman who were unconscious without food.

Elisha bought some millet, salt, flour, oil. He chopped the wood with axe and made fire. He cooked soup and gave it to the starving people a meal. Then the people in the hut narrated how they came to this state. Their crops failed. They begged for food in the winter season. They could not get job also. They ate grass. They were waiting for their death.

Elisha decided to help these people by staying with them. He bought things and cooked food for them. On the third day, the old woman regained consciousness. On the fourth day, he decided to break the fast with these people. He gave feast to them. He did not feel sorry for spending time and money with them. But he felt sorry for the people.

Elisha bought them a horse and flour to last till the harvest, and a cow for the little ones. He did not want to seek the Lord beyond the sea. He decided to find God within himself.

Elisha redeemed their cornfield and the meadowland which were sold. He bargained and bought a horse and a cart at the public-house. The people in the hut

NOTES

NOTES

did not ask him for whom Elisha bought the horse and cart. The next morning, Elisha left everything for their survival. The poor people in the hut were very happy at Elisha's act.

Efim who waited for him, continued his pilgrimage. He asked the people about Elisha, describing his appearance. But Elisha did not turn up. Efim went on board with a foreign passport which costs five roubles. When the ship tossed, he remained calm. On the fifth day, it reached the shore of Constantinople. From there he travelled by road to Jerusalem. Efim reached the very place where Elisha had remained behind.

He asked about Elisha. The old woman in the hut delivered good hospitality to the pilgrims. She narrated the reason for welcoming pilgrims. God punished them almost to death for ignoring God. They became ill and helpless. Then God sent one old man to help them. He pitied their state and gave food, drink. He helped to set them on their feet again. He redeemed their land. He bought a cart and horse and gave them.

Efim bade farewell to the people and continued his journey. After a year, he returned to his home. He went to meet his friend Elisha. Elisha repeatedly told him that it was God's business. Efim did not speak to Elisha of the people in the hut and how he had seen him in Jerusalem. But now he understood that one has to keep one's vows to God and to do His will, is for each man while he lives to show love and do good to others.

3.3.1 Moral of the Story

The theme of *Two Old Men*, is expressed at the last part of the story. Tolstoy has given the message to the readers at the end of the story. Efim visits Elisha after his return from Jerusalem. He realizes that Elisha physically was not there. The real devotion is not in the worship of God, but in the process of showering love to the needy and doing good to the needy. Elisha returns home without completing his pilgrimage. By helping the poor people, he gets the blessings from God.

The author now realizes that one has to keep one's vows to God and to do His will, is for each man while he lives to show love and do good to others. This is given in the example of Elisha and his generosity to the poor family. Elisha has decided to help the poor family by giving them bread:

> To-morrow I will redeem their cornfield, and will buy them a horse, and flour to last till the harvest, and a cow for the little ones; or else while I go to seek the Lord beyond the sea, I may lose Him in myself.

Through the character Elisha, Tolstoy educates people to shower love and do good to others. Being physically present to Jerusalem, like Efim, is not necessary. One can go there spiritually through his sacrificial acts. God recognizes one's sacrifice. Efim realises that God has blessed his friend. This is the central theme of the story: going on a pilgrimage will do no good without helping others. Elisha's decision to help the family indicates that he has God within him. He has made the entire family realize that helping others is necessary. So the family which Elisha helped, dedicates their life for doing service to pilgrims.

Check Your Progress

1. Who Is Efim?
2. Who insists to begin the journey to Jerusalem?
3. What is the central theme of the story?

NOTES

3.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Efim is a rich man. He had not used bad word, not taken either vodka or tobacco in his life.
2. It is Elisha who insists to begin the journey to Jerusalem.
3. The central theme of the story highlights the quality of helping the poor and needy in times of necessity. This is termed as true devotion to god instead of just visiting a pilgrimage.

3.5 SUMMARY

- Count Lev Nikolayevich Tolstoy is a Russian. He is usually referred in English as Leo Tolstoy. He is regarded as one of the greatest Russian writers.
- *Two Old Men* describes the story of two old men who set out to Jerusalem and their return to their place. Their journey resembles Bunyan's 'Pilgrim's Progress'.
- Efim and Elisha were the two old men. Efim, the rich man had not used bad word, not taken vodka, tobacco in his life. Elisha was not a rich man.
- Efim had given detailed instructions to his family members, regarding the things to be done in his absence. But Elisha instructed to do things according to the situation that arises.
- Elisha bought some millet, salt, flour, oil. He chopped the wood with axe and made fire. He cooked soup and gave it to the starving people a meal. Then the people in the hut narrated how they came to this state.
- Elisha decided to help these people by staying with them. He bought things and cooked food for them. On the third day, the old woman regained consciousness.
- Elisha redeemed their cornfield and the meadowland which were sold. He bargained and bought a horse and a cart at the public-house.
- He asked about Elisha. The old woman in the hut delivered good hospitality to the pilgrims. She narrated the reason for welcoming pilgrims.
- The author now realizes that one has to keep one's vows to God and to do His will, is for each man while he lives to show love and do good to others.
- Through the character Elisha, Tolstoy educates people to shower love and do good to others. Being physically present to Jerusalem, like Efim, is not necessary.

3.6 KEY WORDS

NOTES

- **Pilgrimage:** It is a long journey undertaken to a religious place considered sacred and pious.
- **Meadowland:** It is a land that is a meadow or is used as a meadow.
- **Goosefoot:** It is a large group of plants that includes beets, chard and spinach.

3.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. What were the instructions given by Elisha and Efim to their family members before beginning their journey to Jerusalem?
2. Why did Elisha enter the hut in the destitute village?
3. What were the things that Elisha bought for the poor people in the hut?
4. How was Efim treated on his return journey by the people in the hut?
5. Did Efim see Elisha in Jerusalem? What does it imply?
6. What did Efim understand from Elisha's helping attitude?

Long-Answer Questions

1. Describe the pilgrimage of Elisha and Efim.
2. How did Elisha help the poor people encountered on the journey to the pilgrimage?
3. Compare and contrast the characters of Efim and Elisha.
4. Elaborate the hospitality in Little Russia.
5. Describe the destitute village and sufferings of people encountered on the journey to the pilgrimage.

3.8 FURTHER READINGS

Bhattacharya, K Ashok. 1981. 'Leo Tolstoy: A Biographical Reappraisal'. *Indian Literature*. Vol. 24, No. 2 (March-April 1981), pp. 67-77.

Richard F. Gustafson. 1986. *Leo Tolstoy: Resident and Stranger*. Princeton: Princeton UP.

Cote, Maureen. 2000. *Death and the Meaning of Life: Selected Spiritual Writings of Leo Tolstoy*. New York: Troitsa Books.

Tolstoy, Leo. 2000. *Divine and Human and Other Stories*. Evanston: Northwestern University Press.

UNIT 4 *LITTLE GIRLS WISER THAN MEN:* LEO TOLSTOY

NOTES

Structure

4.0 INTRODUCTION

Little Girls Wiser than Men deals with the theme of friendship, connection, conflict and shame. Akulya and Malasha are connected with each other. The author highlights the dispute that arises because of their play in the puddle. Tolstoy suggests that grown-ups are hostile with each over silly things, whereas the young ones forget the dispute and get connected always. They do not hesitate to be connected. It is to be noted that a brief biographical sketch of Leo Tolstoy has been discussed in the previous unit.

4.1 OBJECTIVES

After going through this unit, you will be able to:

- Summarize the short story *Little Girls Wiser than Men*
- Analyse the moral of the story

4.2 *LITTLE GIRLS WISER THAN MEN:* SUMMARY

The story *Little Girls Wiser than Men* opens in the early Easter, which is a festival of Christ's resurrection. With the vehicle called sledge, people sledge on snow. It is quite over. Water now begins to run in streams in the village street.

The two girls called Malasha and Akulya came out of their houses and meet near the large puddle. Both them dressed with new frocks. They had just come from church. They showed each other their fine dresses. Then they begin to play.

One girl is smaller, other one is bigger. One is wearing blue frock, other one is yellow frock. Malasha is the smaller girl. So it quite common for the children to play in the puddle, mud, and water. Malasha steps into the puddle. Akulya warns her not to enter into the puddle without removing her shoes and stockings.

Both of them removed their shoes and stockings. They began to walk towards each other through the puddle. As Malasha is short, the water comes up to her ankles. She is afraid of the depth.

Akulya gives her courage. She again warns Malasha not to splash the water. She instructs Malasha to walk slowly. But Malasha plumped her feet into the water and so the water splashed on Akulya's frock; eyes and nose. As her frock became dirty, Akulya became very angry.

Because of the splashing of dirty water on Akulya, she ran after Malasha to strike her. On seeing Malasha coming to strike her, Akulya scrambled out of the puddle and prepared to run home. Akulya's mother happened to be passing that side. She notices her daughter's skirt and sleeves are dirty.

When Akulya's mother was about to strike her for being dirty. To save herself from her mother's anger, Akulya showed the person who caused and splashed this. She said, 'Malasha did it on purpose'. At this, Akulya's mother seized Malasha and struck her on the back of her neck.

Malasha began to howl like anything. Malasha's mother came out, on hearing her cry. She asked the reason for beating her. Women began to abuse each other. Men also joined with them. Everyone in the crowd began to shout, no one is listening. It became a quarrel then pushing one another and finally it went on to giving blows to each other.

Finally, Akulya's old grandmother steps in to calm them down. She reminds them of their Easter festival. It is time to rejoice. None is listening to her words. She was almost knocked off her feet. If she failed to quieten the crowd, Akulya and Malasha alone could quieten them.

The two girls, who were the cause for their quarrel went back to the puddle. Akulya wiped the mud off her frock. She took a stone and tried to make a channel so that the water could run through the street. Malasha also collected chip of wood and tried to dig the channel. Girls were busy making channel, while women and men were fighting and the old woman trying to pacify them.

The girls run each side of the little stream. Malasha continued to laugh. They are highly delighted. They watched the chip float along the stream. The old woman, on seeing the quarrelling women, fighting men, and playing girls, asked them whether they are ashamed of themselves, for their act.

The children forgot all about it, and play together happily. Those " 'little souls' are wiser than you," She says.

On seeing the girls and on hearing the words of the old woman, they felt ashamed. They laughed at themselves and returned to their own homes.

4.2.1 Moral of the Story

Little Girls Wiser than Men is an interesting story pointing out a moral truth to the readers. Leo Tolstoy is the author of the story.

Once there lived two Russian girls named Akulya and Malasha in a small village in Russia. They were neighbours. Their mothers had dressed them both in new frocks. They had just come from church. They showed each other their finery and began to play. It was a rainy day of early Easter season. The dirty water had formed a puddle. When they were playing, Malasha, the younger one, splashed the dirty water at Akulya. It spoiled her frock and face. Akulya made a complaint to her mother against Malasha.

Akulya's mother struck Malasha on the back of her neck. Malasha cried. Her mother heard her cry and was angry. She picked up a quarrel with Akulya's mother. All came out of their houses. They shouted and went on quarrelling.

Akulya's grandmother tried to calm them down. No one listened to her. She was almost knocked down. Akulya and Malasha alone helped her from falling down.

The two girls forgetting all about their early quarrel, joined together and started playing in the stream of water. The old woman pointed it out to the crowd and told them that they should be ashamed of themselves since they were fighting on account of the girls. But they themselves were playing together happily.

The moral of the story is that 'child-like' nature is more important than the wisdom of grown up people. Children are innocent and forget the past soon.

Check Your Progress

1. What is the time of the year described in the beginning of the story?
2. Why were the girls dressed in finery?
3. How were the girls dressed?
4. What make Akulya run after Malasha to strike her?
5. How did the old woman bring quarrel to the end?

4.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

NOTES

1. It was an early Easter, when spring season has just started.
2. They were dressed in finery because they went to Church to celebrate Easter.
3. Malasha wore a blue frock and Akulya wore a yellow print and both had red kerchiefs on their heads.
4. The two girls splashed about in the dirty water of the puddle. Akulya told Malasha to walk carefully and not to splash water. Malasha unwittingly plumped down her foot and water splashed on Akulya's frock and face.
5. The old woman pointed out the quarrelling people how the two girls were playing, forgetting the past. She told them that they should be ashamed of themselves since the girls themselves have become friendly already.

4.4 SUMMARY

- Count Lev Nikolayevich Tolstoy is a Russian. He is usually referred in English as Leo Tolstoy. He is regarded as one of the greatest Russian writers.
- The story *Little Girls Wiser than Men* opens in the early Easter, which is a festival of Christ's resurrection. With the vehicle called sledge, people sledge on snow. It is quite over. Water now begins to run in streams in the village street.
- One girl is smaller, other one is bigger. One is wearing blue frock, other one is yellow frock. Malasha is the smaller girl.
- Because of the splashing of dirty water on Akulya, she ran after Malasha to strike her. On seeing Malasha coming to strike her, Akulya scrambled out of the puddle and prepared to run home.
- *Little Girls Wiser than Men* is an interesting story pointing out a moral truth to the readers. Leo Tolstoy is the author of the story.
- Akulya's grandmother tried to calm them down. No one listened to her. She was almost knocked down. Akulya and Malasha alone helped her from falling down.

- The moral of the story is that 'child-like' nature is more important than the wisdom of grown up people. Children are innocent and forget the past soon.

4.5 KEY WORDS

- **Easter:** It is a festival of the Christian religion which commemorates the birth of the Christ from the dead.
- **Sledge:** It is an object used for travelling over snow.
- **Stockings:** It is usually knit close-fitting covering for the foot and leg.

4.6 SELF-ASSESSMENT QUESTIONS AND EXERCISES

Short- Answer Questions

1. Why does Akulya's mother beat Malasha?
2. Why did the children wear new dresses?
3. What made the children forget their dispute?
4. What did the children do when the grown-ups were disputing among themselves?

Long-Answer Questions

1. How does the children stop the dispute of the grown-ups?
2. Assess the role played by the old woman in *Little Girls Wiser than Men*.
3. Justify the title of Tolstoy's *Little Girls Wiser than Men*.
4. Explore the theme of the short story *Little Girls Wiser than Men*.

4.7 FURTHER READINGS

Bhattacharya, K Ashok. 1981. 'Leo Tolstoy: A Biographical Reappraisal'. *Indian Literature*. Vol. 24, No. 2 (March-April 1981), pp. 67-77.

Richard F. Gustafson. 1986. *Leo Tolstoy: Resident and Stranger*. Princeton: Princeton UP.

Cote, Maureen. 2000. *Death and the Meaning of Life: Selected Spiritual*

Writings of Leo Tolstoy. New York: Troitsa Books.

Tolstoy, Leo. 2000. *Divine and Human and Other Stories*. Evanston: Northwestern University Press.

NOTES

UNIT 5 *THE BOY WHO WANTED MORE CHEESE:* WILLIAM ELLIOT GRIFFIS

Structure

5.0 INTRODUCTION

The short story *The Boy Who Wanted More Cheese* describes the greed of the 12 years old boy named Klaas Van Bommel who always wishes to have more cheese. He gets cheese from his sisters also. After getting scolded by his mother, he goes to bed. He dreams of fairies who bring him piles of cheese. He dances with them and he is about to be crushed by the piles of cheeses. He wakes up and finds no fairies. In this unit, you will study the short story *The Boy Who Wanted More Cheese* written by William Elliot Griffis.

5.1 OBJECTIVES

After going through this unit, you will be able to:

- Prepare a brief introduction of William Elliot Griffis
- Summarize the short story *The Boy Who Wanted More Cheese*

5.2 WILLIAM ELLIOT GRIFFIS: AN INTRODUCTION

William Elliot Griffis was born in 1843. He was an American orientalist, congregational minister, lecturer, and prolific writer. He was a teacher in Japan. Soon he became a leading educator. He wrote and lectured extensively on Japan. He became the West's most respected authority on Japanese culture. *The Boy Who Wanted More Cheese* is a Dutch story. It is about a boy named Klaas Van Bommel. He always wanted more cheese.

NOTES

Major works of Griffis

- *The Boy Who Wanted More Cheese*
- *The Boar with the Golden Bristles*
- *Brabo and the Giant*
- *A Bridegroom for Miss Mole*
- *The Cat and the Cradle*
- *The Curly-Tailed Lion*
- *The Child of Thunder*
- *The Creation of Heaven and the Earth*
- *The Dream Story of Gojiro*
- *The Entangled Mermaid*
- *The Elves and Their Antics*
- *East Light and the Bridge of Fishes*
- *The Farm That Ran Away and Came Back*
- *The Fire-Fly's Lovers*
- *The Fox and the Badger*
- *The Fairy in the Cuckoo Clock*
- *The Goblins Turned to Stone*
- *The Golden Helmet*
- *The Princess With Twenty Petticoats*
- *Prince Spin Head and Miss Snow White*
- *Prince Sandalwood, the Father of Korea*
- *Pigling and Her Proud Sister*
- *The Woman with Three Hundred and Sixty-Six Children*
- *When Wheat Worked Woe*
- *Why the Stork Loves Holland*
- *The Water of Yoro or the Fountain of Youth*
- *Watanabe Cuts Off the Oni's Arm*
- *How the Sun Goddess Was Enticed Out of Her Cave*
- *The Ice King and His Wonderful Grandchild*
- *The Kabouters and the Bells*
- *The Legend of the Wooden Shoe*
- *The Mouldy Penny*
- *The Oni on His Travels*
- *The Princess With Twenty Petticoats*

- *Prince Spin Head and Miss Snow White*
- *Prince Sandalwood, the Father of Korea*
- *The Woman with Three Hundred and Sixty-Six Children*
- *When Wheat Worked Woe*
- *Why the Stork Loves Holland*
- *The Water of Yoro or the Fountain of Youth*
- *Watanabe Cuts Off the Oni's Arm*
- *Yorisama, the Brave Archer*

5.3 *THE BOY WHO WANTED MORE CHEESE:* SUMMARY

Klaas Van Bommel was a twelve-year-old Dutch boy. He lived in a place where there are many cows. He was a boy with five feet height and a hundred pounds weight. He eats too much.

In the summer season, Klaas was dressed in a rough blue linen blouse. In winter, he wore woollen bell trousers. Till he reaches the age five, he dressed like his sisters. He was proud to wear boy's clothes with two pockets in them.

Klaas was the son of a farmer. He had rye bread and fresh milk for breakfast. At dinner, he takes bread and cheese, with a plated heaped with boiled potatoes. He dips each round into a bowl of hot melted butter. At supper, he had bread and skim milk with a saucer. He felt that the slice of cheese was not thick enough. He sleeps usually quickly.

There was plenty to eat at Van Bommels' house. There are many stacks of rye bread in the basement. Cheeses are piled up in the pantry and that is enough to feed a small army.

But Klaas wanted more cheese always. He was a good, obedient boy at home. He was ready to work on the cow-farm always. He was diligent in school. But at the table, he always wanted for more. His father always ridiculed him saying if he had a well or a cave under his jacket.

Klaas had three younger sisters; Trintje, Anncke and Saartje; which is Dutch for Kate, Annie and Sallie. Their mother called them "orange blossoms" called him "her butter cup" as he went on dipping his potatoes in the bot butter.

One summer evening, Klaas got a good scolding. He deserved it. He went to bed crying. As he had taken his sister's bit of cheese also, adding to his own slice, his stomach is as heavy as lead.

The boy climbed on the stool to sniff the sweet piney odours in his room. The gentle breeze was blowing from the pine woods. He felt he saw lights dancing under the tree. One beam seemed to approach his roof hole. It passed to and fro in front of him. It seemed to whisper in his ear. It seemed one lamp is made up of

hundred fire-flies. Then, whisper became a voice. He laughed heartily. He forgot the scolding from his mother.

The voice invited him saying, "there's plenty of cheese. Come with us." He became very happy. His eyes twinkled with delight. The sleepy boy rubbed his eyes to make sure of it. Again the voice said, "Come." He was reminded of the stories of the fairies. He himself had seen often "the fairies' ring" in the pine woods.

The light looked like a lady. It rose higher in the sky. It again said, "There's a plenty of cheese. Come with us." He went downstairs without waking anyone. He stepped into his wooden shoes. He ran towards their fairy ring.

Klaas noticed that the big fire-flies were actually dozens of pretty creatures. They were as large as dolls. They were as lively as crickets. They were full of light. Thy danced hand in hand. He was surprised.

Klaas was surrounded by the fairies. One fairy pulled him. The loveliest fairy whispered to come and dance with them. They murmured "Plenty of cheese. Come. Come."

Klaas felt his feet is as light as feather. He danced all night till the Sun rises. Then he tumbled down and fell asleep. The fairies brought him cheeses and he ate all the cheese he had longed for all his life. He felt delightful as there were none to restrict him. His jaws became tired. His stomach was loaded with canon-balls. He gasped for breath.

Klaas wanted to stop eating and rest a while. The fairies did not allow him to stop. From all sides, the fairies came bringing cheeses. There were piles of cheeses. One tallest and strongest fairy rolled along the huge, round and flat cheeses. The cakes and balls were heaped so high around him. Klaas felt like a frog in the well. He screamed out of fear of the cheese fall on him.

The fairy queen hovered over his head and urged him to take more. Klaas felt that he would burst. He saw the pile of cheeses, as big as a house, topple over. When he was about to be crushed, he opened his eyes.

Klaas looked around and found no fairies. But in his mouth, there was a bunch of grass which he was chewing lustily. He did not share this story of his night with the fairies to anyone. He himself did not know because the cheese-house has fallen or because the daylight had come.

Check Your Progress

1. How old is Klass?
2. What was the meal that the Bommels had at home?
3. What happened one night when Klaas stood on a stool to sniff the sweet piney odours?
4. How did the fairies feed Klaas with the cheese?

NOTES

5.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Klaas is a twelve-year old Dutch boy.
2. There was plenty to eat at Van Bommels' house. There were many stacks of rye bread in the basement. Cheeses were piled up in the pantry. That was enough to feed a small army. The Bommels had rye bread and fresh milk for breakfast. At dinner, Klaas takes bread and cheese, with a plated heaped with boiled potatoes. He dips each round into a bowl of hot melted butter. At supper, he had bread and skim milk with a saucer. He felt that the slice of cheese was not thick enough.
3. The boy climbed on the stool to sniff the sweet piney odours in his room. The gentle breeze was blowing from the pine woods. He felt he saw lights dancing under the tree. One beam seemed to approach his roof hole. It passed to and fro in front of him. It seemed to whisper in his ear. It seemed one lamp is made up of hundred fire-flies. Then, whisper became a voice. He laughed heartily.
4. The fairies brought Klaas cheeses and he ate all the cheese he had longed for all his life. He felt delightful as there were none to restrict him. His jaws became tired. His stomach was loaded with canon-balls. He gasped for breath. Klaas wanted to stop eating and rest a while. The fairies did not allow him to stop. From all sides, the fairies came bringing cheeses. There were piles of cheeses. One tallest and strongest fairy rolled along the huge, round and flat cheeses. The cakes and balls were heaped so high around him. Klaas felt like a frog in the well. He felt that he would burst.

5.5 SUMMARY

- William Elliot Griffis was born in 1843. He was an American orientalist, congregational minister, lecturer, and prolific writer.
- *The Boy Who Wanted More Cheese* is a Dutch story. It is about a boy named Klaas Van Bommel. He always wanted more cheese.
- Klaas Van Bommel was a twelve-year-old Dutch boy. He lived in a place where there are many cows. He was a boy with five feet height and a hundred pounds weight.
- Klaas was the son of a farmer. He had rye bread and fresh milk for breakfast. At dinner, he takes bread and cheese, with a plated heaped with boiled potatoes.
- Klaas had three younger sisters; Trintje, Anncke and Saartje; which is Dutch for Kate, Annie and Sallie.

- Klaas noticed that the big fire-flies were actually dozens of pretty creatures. They were as large as dolls.
- Klaas wanted to stop eating and rest a while. The fairies did not allow him to stop.
- Klaas looked around and found no fairies. But in his mouth, there was a bunch of grass which he was chewing lustily. He did not share this story of his night with the fairies to anyone.

5.6 KEY WORDS

- **Orientalist:** He is someone from the West who studies the language, culture, history, or customs of countries in eastern Asia.
- **Prolific:** It means producing abundant amount of anything.

5.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Why was Klaas scolded by his mother?
2. Did Klaas inform his fairy-dream to anyone?
3. Write a short note on the appearance of Klaas.
4. What was the food habit of Klaas?

Long-Answer Questions

1. Critically analyse the character of Klaas Van Bommel.
2. Describe plenty of cheese episode.
3. Analyse the short story *Boy Who Wanted More Cheese*.
4. Describe the family of Van Bommels.
5. Narrate the experience of Klaas with the fairies.

5.8 FURTHER READINGS

Orwin, Donna Tussing. ed. 2002. *Cambridge Companion to Tolstoy*. New York: Cambridge University Press.

Steiner, George. 1959. *Tolstoy or Dostoevsky: An Essay in the Old Criticism*. New York: Knopf.

Rolland, Romain. 1911. *The Life of Tolstoy*. Translated by Bernard Miall. New York: E. P. Dutton and Company.

Trilling, Lionel. 1955. *The Opposing Self.* New York: Viking Press.

UNIT 6 *PYGMALION*: GEORGE BERNARD SHAW

NOTES

Structure

6.0 INTRODUCTION

Bernard Shaw uses the genre 'drama' to educate and criticize the society. He occupies a prominent position next to Shakespeare, in the history of the English drama. He has framed his own 'theatre of ideas'. He displayed his genius through his plays. He called himself a dramatic realist. He is pre-eminently a rationalist.

Bernard Shaw's plays are instructive. In *Pygmalion*, he explores the problems related to social hierarchy. In this play, Professor Higgins conducts experiment of making Eliza speak well. This experiment finally makes her strand between two worlds. Shaw shows how the hierarchy of English society has formed variety of characters depending on their socio-economic levels. The power of language is understood when Eliza is considered as an aristocratic lady at the ambassador's party. Shaw points out that one can break the social barriers, with the power of language. In this unit, you will study about the life of George Bernard Shaw and his famous literary work *Pygmalion*.

6.1 OBJECTIVES

After going through this unit, you will be able to:

- List the major works of Shaw
- Summarize the play *Pygmalion*
- Discuss the theme of the play *Pygmalion*

6.2 GEORGE BERNARD SHAW: AN INTRODUCTION

One can safely say that Archibald Henderson, official biographer of G. B. Shaw gave an appropriate title to his work—*George Bernard Shaw: Man of the*

Century. Much before his death at the age of 94, Shaw was recognized as an institution in the literary circles, as a playwright as well as a critic. He was popularly known by his initials, G.B.S. among the literary crowd. He was born on 26 July 1856, in Dublin, Ireland, and died on 2 November 1950. On the occasion of his ninetieth birthday in 1946, he was felicitated by the authors of his time and was presented with a festschrift, which is a collection of writings published in honour of a scholar. This collection was entitled GBS 90, and was the collective effort of many distinguished writers.

In Shaw's own words, his family was 'shabby but genteel'. Shaw was the only son and the third child of his parents. His father's name was George Carr Shaw, and he was a civil servant. He later shifted careers and became a merchant but did not find much success in this venture. As per Shaw, his father was a heavy drinker and unable to hold his drink. However, he would be apologetic later on about his 'alcoholic antics'. Shaw believes that he inherited his wit and comic genius from his father. Shaw's mother was Lucinda Gurley Shaw, who was a talented singer and music teacher. It was because of her efforts that Shaw developed a passion for music, especially the opera. Even as a child, Shaw was a big admirer of Mozart and had committed to memory many of Mozart's works. Later on, Shaw taught himself to play the piano, in his own unique style.

Shaw was openly critical of formal education and schoolmasters. He himself was tutored by his uncle, the Reverend George Carroll, until he turned ten. Then, he was admitted to Wesleyan Connexional School in Dublin and later attended two other schools for short periods of time. He hated his time at all the schools and insisted that he did not learn anything at any of them. However, the unique thing about Shaw was that he had an inquisitive mind and unlimited capacity for self-study, which are qualities that are innate and cannot be developed in a classroom. Shaw writes in The Revolutionist's Handbook, an appendix to *Man and Superman*: 'He who can, does. He who cannot, teaches.' Shaw insisted that all art should be didactic, and also fancied himself as a teacher, despite his lack of respect for schoolmasters. Shaw, Synge and Ibsen Of his early education, he claims: 'I can remember no time at which a page of print was not intelligible to me and can only suppose I was born literate.' He remembered that by the age of ten, he had studied almost all the works of Shakespeare and the Bible as well.

The depletion of the family's funds forced Shaw to take up a job in a land agency office as a clerk when he was 16. He did not want this as his profession because he wanted to become a writer. He worked at there for five years and in 1876, left to join his mother in London, where she taught music. Until 1879, he was largely supported financially by his mother, while he tried to make something of himself as a writer. Between 1879 and 1883, he wrote five novels. However, he realized after this that his writing talent would be better showcased in the form of plays, rather than novels.

Again, in 1879, Shaw had to take up employment against his wishes, at a firm that was selling the new telephone invented by Edison. Shaw's job was to

interview with people living in the East end of London to take their permission for installing telephone poles and equipment. After just a few months, he was frustrated enough to leave and vowed that this would be the last time that he 'sinned against his nature' by taking up such employment.

NOTES

Other important things also happened to Shaw in 1879. This was the year when he discovered his penchant for public speaking, after he happened to join the Zetetical Society. This society was actually a debating club and the members regularly held long discussions on various subjects including science, religion and economics. He quickly became popular and was much in demand as a speaker. As a result, he regularly started attending meetings. At a similar meeting in 1882, he happened to attend a speech by Henry George and was spellbound. Henry George was an expert of Land Nationalization and the Single tax. For Shaw, this marked the beginning of his interest in social theory and economics, whereas previously, he had only focussed on the continuing conflict between science and religion. After he discovered that to fully appreciate George's theories, one had to know Karl Marx's theories, Shaw was quick to study a French translation of Marx's Das Kapital. On reading this book, he discovered a passion for socialism.

Another eventful year for Shaw was 1884. He read a discourse called *Why Are the Many Poor*? and really liked it. He discovered that it was published by the Fabian society and went to attend the next meeting they held. The group had many distinguished members, such as Havelock Ellis and Shaw identified immediately with the intellectual ideas of the group. He officially became a member in September, and just four months later, in January, was elected to the Executive Committee. One of the debaters at Zetetical Society was Sidney Webb, with whom Shaw could relate immediately. Shaw persuaded Webb to become a Fabian. Very quickly, the two men, along with the talented Mrs. Webb, came to be recognized as stalwarts of the Fabian Society which believed in and advocated constitutional and evolutionary socialism. Shaw's views were frequently shared in public parks and meeting halls. They also found a place in The Intelligent Woman's Guide to Capitalism and Socialism (1928). He also uses many of these ideas in his own plays.

The next stage of his career saw Shaw becoming a literary, music, and art critic, mainly due to the influence of William Archer, who is a well-known drama critic, and also the editor and translator of Ibsen's work. In 1885, Shaw joined the Pall Mall Gazette as part of the reviewing staff. Previously, he had acted as ghost-writer of music reviews for G. L. Lee. Shaw's mother knew Lee very well. However, the stint with the Pall Mall Gazette would be his first actual experience as a critic in his own right. Soon, and also with the help of William Archer, Shaw became an art critic for the very influential World. Archer felt that Shaw did not know much about art, but Shaw believed that he did, and this was an important quality for a critic. Shaw himself believed that all one needed to learn about art was to look at as many pictures as possible, having started many years ago in the Dublin National Gallery, and he did it diligently.

Since Shaw began a close association with William Archer, he realized that Ibsen's plays were highly original and very different from anything else seen at the time. Shaw became a huge supporter of Ibsen's work. Shaw wrote 'When Ibsen came from Norway, with his characters who thought and discussed as well as acted, the theatrical heaven rolled up like a scroll.' While Ibsen's work did not gain much public acceptance and was rejected for being too realistic, Shaw had no doubt that Ibsen was a great ethical philosopher and a social critic—which Shaw himself aspired to becoming. Shaw read a paper on Ibsen at a Fabian Society meeting on 18 July 1890. This paper later came to be known as *The Quintessence of Ibsen* (1891). At times, it is also known as The Quintessence of Shaw. The paper expresses Shaw's heartfelt views on what a dramatist should do. Shaw insisted that a dramatist's first concern should be how his characters deal with various social forces. The dramatist should also focus on a new morality based upon a scrutiny and test of conventional beliefs.

Shaw's first play was called *Widowers' Houses*. It was very much in keeping with his views expressed in the paper on Ibsen, on what a dramatist should be concerned with. In terms of structure, it is a conventionally written three-act play, with the key problem coming to the forefront in the second Act and a resolution in the final Act. However, as far as the theme is concerned, the play was revolutionary. It centred on the evils of slum-landlordism, which was hardly something the Victorian audience would consider entertaining. It was produced at J. T. Grein's Independent Theater in London, and did create a lot of sensation because of the theme but did not become very successful as a play. However, Shaw was very happy, just to be able to create an upset. He knew he had got what he wanted—the public's attention. He had started writing another play, The Philanderer, which was almost a comedy of manners.

Shaw's play *Arms and the Man* came out in 1894, and ran well at the Avenue Theatre from April 21 to July 7. It was revived multiple number of times. With this play, finally, the real Shaw emerged—the playwright who could successfully combine humour, fun as well as seriousness of purpose. The play was called 'a satire on the prevailing bravura style', and that it sets forth the 'view of romance as the great heresy to be swept from art and life'.

In 1894 itself, Shaw wrote *Mrs. Warren's Profession*, which attracted a lot of public attention. Shaw considered it one of his so-called 'Unpleasant Plays.' The play explored the economic grounds for prostitution and the struggle between the prostitute mother and her daughter. This was explosive subject content and it created a sensation which lasted for many years both in the US and Europe. One can go as far as to say that in this play, Shaw was more of the speaker than the artist. The play is still counted as one of the most provocative dramas of ideas.

The untiring Shaw was already working on his first indisputably grand play, *Candida*. The play first showed in 1895, and gained immediate acclaim. It never lost its appeal and has been part of many anthologies. The play was best known

NOTES

for super character portrayal and the clever use of sudden twists in the plot. It is the story of how Candida and the Reverend Morell, who was a popular man and an advanced thinker, established an honest and sound basis for an enduring marriage.

When he was associated with the Fabian society, Shaw was introduced to the likeable heiress, Charlotte Payne-Townshend, who was an Irish lady and very concerned about social justice and its manifestations. Shaw liked her immediately. Later she took care of him through a prolonged illness. Charlotte and Shaw were married in 1898. Throughout their marriage, she was his modest but sensible critic and assistant.

The end of the 19th century saw prolific writing from Shaw—he completed You *Never Can Tell*, *The Man of Destiny*, and *The Devil's Disciple*. The last one was a Victorian type melodrama, which was first enacted in the United States. It immediately became successful there, in terms of ticket sales as well as otherwise. By the time 20th century rolled around, Shaw had written *Caesar and Cleopatra* and *The Admirable Bashville*. With so much flowing out of his pen, he became a force to be reckoned with in the modern drama of 20th century.

The year 1903 was special for Shaw because it brought with it the publication of *Man and Superman*. It was first enacted (except for the Don Juan in Hell intermezzo, which is the Act III) in 1905. By 1925, Shaw had written 23 other plays. The most popular among these are *Major Barbara* (1905), *Androcles and the Lion* (1912), *Pygmalion* (1913), *Heartbreak House* (1919), *Back to Methuselah* (1920), and *Saint Joan* (1923). By 1932, the Ayot St. Lawrence Edition of his collected works was published. Shaw became a world renowned playwright. However, he refused any honours, including a knighthood and the Order of Merit offered by the Crown. But in 1926, he did accept the Nobel Prize for Literature. During his acceptance speech, in his own typical fashion, he said that a grateful public had chosen to bestow him with this award because he had not published anything that year.

Shaw was consistent in his refusal to offers made by filmmakers. There is a story to when popular producer Samuel Goldwyn approached him, and Shaw said to him: 'The difficulty, Mr. Goldwyn, is that you are an artist and I am a businessman.' Subsequently, the enthusiasm and capability of Gabriel Pascal made an impression on him, and Shaw started work on the screenplay of Pygmalion for movie production. The film released in 1938, and was a huge success. It was followed by *Major Barbara* and *Androcles and the Lion*, and thus, Shaw became accessible to much bigger audience. The musical adaptation of *Pygmalion*, named My Fair Lady, opened on 4 February 1956 in New Haven, Connecticut. It starred Rex Harrison and Julie Andrews, and was a grand success. The film version of the play won an Academy Award in 1964 for Best Picture.

Shaw felt this about life: 'I want to be thoroughly used up when I die, for the harder I work, the more I live. I rejoice in life for its own sake. Life is no "brief

NOTES

candle" for me. It is a sort of splendid torch, which I have got hold of for the moment; and I want to make it burn as brightly as possible before handing it on to future generations.' His life was actually like a bright torch which kept burning until to the very end, even though he was bedridden. Shaw was 92 years old in 1949, when his play *Buoyant Billions* was produced at the Malvern Festival. Around the same time, his widely acclaimed *Sixteen Self Sketches* was published. He was sketching out yet another play when he passed away on 2 November 1950.

Check Your Progress

1. Who is the official biographer of G.B. Shaw and what did he name the biography?
2. How did Shaw's mother influence him?

6.3 *PYGMALION*: SUMMARY

Shaw's *Pygmalion* describes the story of a flower-selling girl. Henry Higgins was the Professor of Phonetics. He transformed her into a lady of high rank and status by teaching her to pronounce correctly.

In the portico of St. Paul's Church, people came for the shelter as it was raining. Henry Higgins and a flower-selling girl also came there for shelter on that rainy night. Eliza Doolittle was the name of the flower-girl. Professor Higgins noticed the different dialects spoken by the different parts of people in London.

Colonel Pickering, a scholar from India was eager to learn Phonetics from Professor Higgins. The other characters who were present there were Mrs. Eysford Hill, her daughter Miss Clara Hill and her son Freddy Hill. Freddy tried to get a taxi, as his sister Clara felt too cold.

The taxi was not available at the particular theatre because audience hired the taxis that were available. Freddy had gone to hire a taxi and so Clara and Eynsford Hill walked to the bus stop nearby for the return of Freddy.

Freddy returned with a taxi, but did not find them. So the flower-girl hired the taxi, to return to her home in London slum called Drury Lane. The flower-girl could hire the taxi because of Professor Higgins only. She had been weeping and sobbing as her flower basket had been upset by Freddy who rushed to hire a taxi.

Professor Higgins took note of her words. People suspected him to be a spy. People warned the flower-girl to be careful as she might be considered as a prostitute or street-walker. Because of her flowers being crushed, she began to sob. She begged Professor Higgins and Colonel Pickering to buy some flowers.

Professor Higgins threw all the coins he had into her basket to calm her down. Eliza noted the address of Professor Higgins which was given to Colonel Pickering asking him to stay at his house, during his stay in London. Professor

NOTES

Higgins invited him to come to his house which is in Wimpole street next morning.

Professor Higgins had told that he could change the speech of flower-girl into the speech of Duchess at an ambassador's garden in three months time.

The next scene shifts to the residence – cum- laboratory of Higgins in Wimpole Street, London. Professor Higgins had been narrating Colonel Pickering his method of teaching pronunciation and conducting experiments. Eliza visited his house with an intention to get some lessons so that he could speak proper English, with which she could get a job in the regular flower-shop, instead of selling at the corner of Tottenham Court Road.

Reminding Higgins of his assertion made on the previous night, Pickering challenges Higgins to take up this assignment. Last night, Professor Higgins asserted that he could get this girl pass off as a duchess at an ambassador's garden party, after six months training of pronunciation and accent.

Pickering agreed to pay all the expenses regarding the fees for lessons and experiment of making the girl pass off as a duchess at the place where only aristocratic people gathered.

Higgins began educating Eliza without wasting time. His house-keeper Mrs. Pearce began to clean the girl by scrubbing and washing her. If she objected to be cleaned, he ordered Mrs. Pearce to beat her and set things right. During the cleaning process, Eliza's father Alfred Doolittle, a dust man arrived. He was an 'undeserving poor'. He thought Professor Higgins and Colonel Pickering were immoral like him.

As he was about to leave, Mrs. Pearce and Doolittle brought Eliza who had undergone many changes. Shaw showed that Eliza was educated. Higgins found very difficult to educate her. She did not know how to pronounce the alphabets properly. Higgins appreciated Eliza for her receptive ear and making progress quickly. It was big ordeal for Higgins to teach Eliza.

The mother of Professor Higgins, Mrs. Higgins was residing in Chelsea Embankment, London. She had arranged 'at-home day' inviting all her friends at home. Professor Higgins informed her of the lessons in phonetics, he had been giving to Eliza for the last few months. He wanted to see if she could pass off as a lady in high society.

Mrs. Eynsford Hill, her daughter Miss Clara Hill, and her son Freddy Hill, Colonel Pickering arrived followed by Eliza, who was well-dressed. She looked as if she was the lady of high rank and status. She behaved with self-confidence and perfect ease.

All are shocked at Eliza's usage of the word 'bloody' when she swore. But Clara was comfortable with such terms, as she used those words for swearing. People understood that Eliza might need some more time to pass on as a duchess at a gathering of aristocratic people.

After giving few more lessons, Eliza was brought to an ambassador's garden party. She raptured everyone with her beauty, poise, self-confidence, correct pronunciation and choice of words. Neppomuck, one of the old pupils of Higgins, was also deceived by Eliza, taking her for a Hungarian with royal blood in her veins. She could pass not just as a Duchess, but as a Princess.

Eliza, Higgins and Pickering returned home at about 11.30 p.m. Higgins was quite happy with the success of his experiment. Higgins and Pickering exchanged their excitement over their success in Higgins' experiment. They ignored Eliza, of her tiredness and ordeal.

Eliza felt annoyed and bitter as she was ignored by Higgins and Pickering. Their unfair treatment upset Eliza. After Pickering going to his bedroom, Professor Higgins asked Eliza for his slippers, Eliza threw his slippers on his face to express her indignation. Higgins was shocked at her behaviour. She called him "a selfish brute." She did not know what she could do after his experiment came to an end.

Higgins did not take Eliza's questions seriously. He replied unsatisfactorily, which infuriates Eliza more. He took the matter light-heartedly. Eliza was very much annoyed at him. She took off her jewellery and handed them over to Higgins telling him she might be accused of stealing the next day. Higgins felt infuriated by her words and actions, he merely retired for the night. When she came out of the house, changing her dress, she met Freddy who embraced him. She decided to stay with him that night. They hired a taxi and went to Wimbledon Common.

Eliza came to Higgins' house in the early morning to collect her luggage and went to the residence of Mrs. Higgins. She narrated the story of her ordeal and asked her permission to stay there. Higgins and Pickering searched Eliza and finally telephoned the police to search out Eliza.

Mrs. Higgins felt that all behaved like children without showing the signs of maturity. Like Professor Higgins, Eliza had also taken equal effort and undergone ordeal. She told them that she was with her in a room at the upper storey.

When they discussed to send for Alfred Doolittle, he himself arrived. Now this dust man was completely different. He was dressed as a fashionably rich man. He was dressed almost like a bridegroom. He narrated how he had undergone this transformation. He wrote to one American Millionaire, informing him that, "he was the most original moralist at present in England." This remark ruined his happiness. He left a large legacy to him. He had become a man with middleclass status, following the code of middle class morality.

Alfred Doolittle complained that all his happiness had been ruined. He expressed his woes, "Who asked him to make a gentleman of me? I was happy. I was free. I touched pretty nigh everybody for money when I wanted it, same as I touched you, Enry Iggins. Now I am worried; tied neck and heels; and everybody touches me for money."

When he was poor, doctor sent him away from the hospital, telling him that he is healthy, even when he could not stand. But now they told him that he was not

a healthy man, telling he could not live without them looking him after twice a day. When he was poor, he had two or three relatives. They too would not speak to him. Now he had fifty relatives. He had to follow middle class morality of living for others, not for himself. Eliza could not sell flowers, as he became respectable. He was forced to learn middle class language.

Alfred Doolittle accepted the legacy with an idea to save himself in the old age. He would not be able to work in the work-house. This middle-class code of morality demanded him to marry a mistress so that he could be respectable. He was sure that they would not be happy. He invited everyone to accompany him to the Church, as he himself with Eliza had been called in.

When all left the stage, Eliza and Higgins converse. Eliza revealed him her decision of marrying Freddy, who really loved her. He had no idea of earning and making his own living. She decided to work and support himself and Freddy. Her decision of marrying Fool Freddy infuriated Higgins. Eliza infuriated him more telling that she would work as an assistant to Nepommuck, his former pupil and then who would give herself lessons in Phonetics. With earning, they could be able to support themselves.

Except Higgins, all went for Eliza's wedding. In the 'Epilogue', Shaw gives few more information about Eliza. Many courses are open to Eliza. She analysed all the courses and chose the right decision of marrying Freddy. She married him with the help of Colonel Pickering, who set up a flower-shop of her own. She finally settled in her life.

6.3.1 Significant Facts about the Play

In the opening scene of the play, all the principal characters – Eliza, Professor Higgins, Pickering and Freddy are introduced. The theme of the play is also introduced when Professor Higgins boasting of his power to transform the poor flower-girl into a lady fit for the highest society. Eliza is the poverty-stricken flower-girl who has to save every penny to make both ends meet.

Pygmalion is a drama of ideas. It does not describe the clash of personalities, but the clash between two different ideas, views and attitudes. The central problem of the play is raised by Mrs. Pearce who asked his master about the future of Eliza after making her appear like a lady of high rank and status.

Professor Higgins had boasted that in few months, he would be able to make Eliza a duchess, fit for the Garden Party of any Ambassador. Pickering challenged him telling he would pay all the expenses relating to that. She is given a good bath and scrubbing. She is dressed in the fine clothes of a lady.

Mother-son relationship also reveals the character of Higgins. She does not allow his son to come to her house on her at-home day, as he offends her friends by his ill-manners. Mr. Eynsford Hill and her daughter Clara and her son Freddy arrived to her house. Freddy is attratcted towards Eliza. It indicates the possibility of their marriage, in times of come.

NOTES

6.3.2 Two Conflicts in the Play

In *Pygmalion*, Professor Higgins conducts experiment of making Eliza speak well. This experiment finally makes her strand between two worlds. Alfred Doolittle, the father of Eliza was a dust man. But he was completely different. He was dressed as a fashionably rich man. He narrated how he had undergone this transformation. He wrote to one American Millionaire, informing him that, "he was the most original moralist at present in England." This remark ruined his happiness. He left a large legacy to him. He had become a man with middleclass status, following the code of middle class morality.

Alfred Doolittle complained that all his happiness had been ruined. When he was poor, doctor sent him sway from the hospital, telling him that he is healthy, even when he could not stand. But now they told him that he was not a healthy man, telling he could not live without them looking him after twice a day. When he was poor, he had two or three relatives. They too would not speak to him. Now he had fifty relatives. He had to follow middle class morality of living for others, not for himself. Eliza could not sell flowers, as he became respectable. He was forced to learn middle class language.

Alfred Doolittle accepted the legacy with an idea to save himself in the oldage. He would not be able to work in the work-house. This middle-class code of morality demanded him to marry a mistress so that he could be respectable. He was sure that they would not be happy. He invited everyone to accompany him to the Church, as he himself with Eliza had been called in.

In the 'Epilogue', Shaw shows conflict in the mind of Eliza. Eliza's strange behaviour after the experiment reflects on her conflict. She finally chose the right decision of marrying Freddy. She married him with the help of Colonel Pickering, who set up a flower-shop of her own. She finally settled in her life. Without his help, she might not have got better and comfortable life. To her convenience, her father also became rich. Otherwise, she would aloof herself from her poor background and she would not be allowed to mingle with rich people.

Check Your Progress

3. How was Alfred Doolittle transformed into a rich man?
4. Why was Doolittle complaining of being rich?
5. Why did Eliza express her anger at the end of the play?

6.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Archibald Henderson, official biographer of G.B. Shaw gave an appropriate title to his work—George Bernard Shaw: Man of the Century.

2. Shaw's mother was Lucinda Gurley Shaw, who was a talented singer and music teacher. It was because of her efforts that Shaw developed a passion for music, especially the opera. Even as a child, Shaw was a big admirer of Mozart and had committed to memory many of Mozart's works.
3. Alfred Doolittle, the father of Eliza was a dust man. But he was completely different. He was dressed as a fashionably rich man. He narrated how he had undergone this transformation. He wrote to one American Millionaire, informing him that, "he was the most original moralist at present in England." This remark ruined his happiness. He left a large legacy to him. He had become a man with middleclass status, following the code of middle class morality.
4. Alfred Doolittle complained that all his happiness had been ruined. When he was poor, doctor sent him sway from the hospital, telling him that he is healthy, even when he could not stand. But now they told him that he was not a healthy man, telling he could not live without them looking him after twice a day. When he was poor, he had two or three relatives. They too would not speak to him. Now he had fifty relatives. He had to follow middle class morality of living for others, not for himself. Eliza could not sell flowers, as he became respectable. He was forced to learn middle class language.

   Alfred Doolittle accepted the legacy with an idea to save himself in the old age. He would not be able to work in the work-house. This middle-class code of morality demanded him to marry a mistress so that he could be respectable. He was sure that they would not be happy.
5. Higgins and Pickering exchanged their excitement over their success in Higgins' experiment. They ignored Eliza, of her tiredness and ordeal. Eliza felt annoyed and bitter as she was ignored by Higgins and Pickering. Their unfair treatment upset Eliza. After Pickering going to his bedroom, Professor Higgins asked Eliza for his slippers, Eliza threw his slippers on his face to express her indignation. Higgins was shocked at her behaviour. She called him "a selfish brute." She did not know what she could do after his experiment came to an end.

6.5 SUMMARY

- One can safely say that Archibald Henderson, official biographer of G. B. Shaw gave an appropriate title to his work—*George Bernard Shaw: Man of the Century*.
- In Shaw's own words, his family was 'shabby but genteel'. Shaw was the only son and the third child of his parents. His father's name was George Carr Shaw, and he was a civil servant.
- Shaw was openly critical of formal education and schoolmasters. He himself was tutored by his uncle, the Reverend George Carroll, until he turned ten.

NOTES

- The depletion of the family's funds forced Shaw to take up a job in a land agency office as a clerk when he was 16. He did not want this as his profession because he wanted to become a writer.
- Again, in 1879, Shaw had to take up employment against his wishes, at a firm that was selling the new telephone invented by Edison. Shaw's job was to interview with people living in the East end of London to take their permission for installing telephone poles and equipment.
- The next stage of his career saw Shaw becoming a literary, music, and art critic, mainly due to the influence of William Archer, who is a well-known drama critic, and also the editor and translator of Ibsen's work.
- Since Shaw began a close association with William Archer, he realized that Ibsen's plays were highly original and very different from anything else seen at the time.
- In 1894 itself, Shaw wrote Mrs. Warren's Profession, which attracted a lot of public attention. Shaw considered it one of his so-called 'Unpleasant Plays.'
- Shaw was 92 years old in 1949, when his play *Buoyant Billions* was produced at the Malvern Festival. Around the same time, his widely acclaimed *Sixteen Self Sketches* was published. He was sketching out yet another play when he passed away on 2 November 1950.
- Bernard Shaw's plays are instructive. In *Pygmalion*, he explores the problems related to social hierarchy. In this play, Professor Higgins conducts experiment of making Eliza speak well.
- Bernard Shaw uses the genre 'drama' to educate and criticize the society. He occupies a prominent position next to Shakespeare, in the history of the English drama.
- Shaw's *Pygmalion* describes the story of a flower-selling girl. Henry Higgins was the Professor of Phonetics. He transformed her into a lady of high rank and status by teaching her to pronounce correctly.
- Colonel Pickering, a scholar from India was eager to learn Phonetics from Professor Higgins.
- People warned the flower-girl to be careful as she might be considered as a prostitute or street-walker. Because of her flowers being crushed, she began to sob.
- The next scene shifts to the residence – cum- laboratory of Higgins in Wimpole Street, London. Professor Higgins had been narrating Colonel Pickering his method of teaching pronunciation and conducting experiments.
- Higgins began educating Eliza without wasting time. His house-keeper Mrs. Pearce began to clean the girl by scrubbing and washing her.

NOTES

- Mrs. Eynsford Hill, her daughter Miss Clara Hill, and her son Freddy Hill, Colonel Pickering arrived followed by Eliza, who was well-dressed.
- Eliza came to Higgins' house in the early morning to collect her luggage and went to the residence of Mrs. Higgins.
- Alfred Doolittle accepted the legacy with an idea to save himself in the old age. He would not be able to work in the work-house.
- In the opening scene of the play, all the principal characters – Eliza, Professor Higgins, Pickering and Freddy are introduced.
- Mother-son relationship also reveals the character of Higgins. She does not allow his son to come to her house on her at-home day, as he offends her friends by his ill-manners.
- In the 'Epilogue', Shaw shows conflict in the mind of Eliza. Eliza's strange behaviour after the experiment reflects on her conflict. She finally chose the right decision of marrying Freddy.

6.6 KEY WORDS

- **Phonetics:** It the study of the sounds of human speech using the mouth, throat, nasal and sinus cavities, and lungs.
- **Spy:** This term refers to a person who secretly tries to get information about a person or organization for another country or organization.
- **Aristocratic:** This word denotes a person at the highest level of the society such as a prince or duchess.
- **Morality:** It is a set of principles concerning the distinction between right and wrong or good and bad behaviour.

6.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Who came forward to spend money for the transformation of Eliza?
2. What is the help rendered by Pickering at the end of the play?
3. Why was Professor Higgins upset over Eliza's choice of marrying Freddy?

Long-Answer Questions

1. Describe the early years of Shaw's literary career.
2. Discuss the two conflicts discussed in the play *Pygmalion*.
3. Describe Professor Higgins' efforts to transform the flower girl into an aristocratic lady.

NOTES

6.8 FURTHER READINGS

Shaw, George Bernard. 1954. *Pygmalion.* ed. A.C.Ward. Bombay: Orient Longmans Ltd.

Bertolini, John.A. 1991. *The Playwrighting Self of Bernard Shaw*. Carbondale and Edwardsville: Southern Illinois University Press.

Carpenter, Charles. A. *Bernard Shaw and the art of Destroying Ideals: The Early Plays*. Winsconsin: NAPCO inc., 1969. Print.

Gupta, Sen. 1966. *The Art of Bernard Shaw*. Calcutta: Oxford University Press.

Wiesenthal J.L. 1988. *Shaw's Sense of History*. Oxford: Clarendon Press.

Woolf, Virginia. 1929. *A Room of One's Own*. London: Hogarth.

Innes, Christopher. 1998. *The Cambridge Companion to George Bernard Shaw*. Cambridge: Cambridge University Press.

Louis Mencken Henry. 2009. *George Bernard Shaw: His Plays*. Whitefish: Kessinger Publishing.

UNIT 7 *SWAMI AND FRIENDS:* R.K. NARAYAN

NOTES

Structure

7.0 INTRODUCTION

R.K. Narayan was born in1906 in Madras Presidency of British India. He was an avid reader. His family considered all government as wicked. He was a prolific Indian writer. His writings blended with social aspects and real life in the fictional world. He enlightened the people, highlighting the Indian tradition, culture and values, particularly of South India.

Swami and Friends is a critique of educational system in India under the British rule. It shows how the individual is suppressed and repressed by the educational institutions. It gives an account of the school boys Swaminathan and his friends. It is narrated in the form of autobiography. Swami is the protagonist of the novel. Through this novel, Narayan picturizes the orthodox society of Malgudi. It stresses the colonial impact in India. Cricket match, protagonist's protest show the aspect of colonization in India. In this unit, you will study the life of esteem literary writer R. K. Narayan and his work *Swami and Friends*.

7.1 OBJECTIVES

After going through this unit, you will be able to:

- Prepare a brief biographical sketch of R.K. Narayan
- Summarize the story *Swami and Friends*
- Analyse the major themes of *Swami and Friends*

7.2 R.K. NARAYAN: AN INTRODUCTION

R.K. Narayan is one of the most prominent writers of Indian Writing in English. Along with Raja Rao, Mulk Raj Anand, Narayan's contribution as a writer has not only given impetus but also extensively influenced the development of Indian

Literature in English. In fact, it would not be an exaggeration to state that his writings have led to the recognition of Indian English literature by the rest of the world. In fact, it was Graham Greene's introduction to Narayan's The Bachelor of Arts wherein he draws a comparison between Narayan and Chekhov that focused the attention of the literary world on Narayan. As John Theime states, 'Chekhov parallel has been used to refer to Narayan's prose style, his supposed pathos, his expression of a whole national condition, his capacity to give voice to the languor of provincial life and his artistry in rendering the mundane.'

Establishing his credibility as one of the most well received writer of early Indian English literature, Narayan was awarded the Sahitya Akademi Award in 1951. A prolific writer, he authored many novels, hundreds of short stories and several essays. He began his career as a journalist which often accounts for the crispness of his prose. Some of his most significant works are *Swami and Friends*, *The Bachelor of Arts*, 'The Financial Expert,' etc. Often addressed as the Indian Chekov, his works, situated in the fictional town of 'Malgudi' are extremely appealing on account of their unpretentious simplicity, a sense of humor which emanates from happenings in the ordinary everyday life of the inhabitants of Malgudi. The works of Narayan weave a magic upon the readers on account of his ability to bring to life his characters; these (often eccentric) characters bemused by problems which commonly assail middle class life are extremely appealing. Moreover, Narayan's narrative is realistic to the core and infused with dry humour which make his works extremely enchanting.

'Malgudi'

Malgudi the fictional town is where Narayan situates nearly all his works. The town has often been seen as a 'site that represents quintessential Indianness, (as representing the) 'microcosm of the nation.' Narayan's Malgudi is the image of an India that has been able to withstand the onslaught of modernity and retain its old world charm and simplicity. His protagonists who inhabit this town are once again simple souls 'contending with day – to – day pressures of live social experience.'

As already mentioned before, Narayan has often been compared to Faulkner as both writers have created a fictional locale for situating their characters. In each case the town is remarkable for its humanism, synergy and being almost a character in the storyline. To quote Thieme 'Malgudi has been compared with such fictional landscapes as Hardy's Wessex and Faulkner's Yoknapatawpha County, both of which…dramatize the conflict between the old and the new: the rural past and the increasingly mechanized present in Hardy' or the conservative Grierson's and the parvenu generation of the 'town' in A Rose for Emily.

Narayan's Malgudi is a metonym for traditional India, an India which has withstood the forces of modernity while battling to salvage its rich traditional heritage. To quote Thieme 'Like Wessex and Yoknapatawpha County, Malgudi offers the illusion of a recognizable transcribed reality, but in fact is an imagined world that ministers to the fantasies of what India has been or should be like; and like Wessex and Yoknapatawpha County, it is a site where the old and new join the battle.'

NOTES

Criticism

It was Graham Greene's who in his introduction to *The Bachelor of Arts* drew comparison's between Chekhov and Narayan which eventually became the benchmark of successive critical analysis of Narayan's works. Both Chekhov and Narayan's prose style is full of pathos and humor, as Greene while speaking of Narayan says, 'Sadness and humor in the later books go hand in hand like twins, inseparable as they do in the stories of Chekhov.'

According to Thieme, Chekhov and Narayan exhibit a similar capacity 'to give voice to the languor of provincial life and … artistry in rendering the mundane.'

However, the most abiding quality of his works is the ever pervading sense of irony; almost all his works are informed with the 'quintessential irony of what man can make of himself and of the entire business of living.' Nearly, all his novels are neatly structured and use the omniscient author method of narration. His protagonists are extremely appealing on account of their simplicity. To quote Naik, 'The protagonist in each of Narayan's novels is made to play his life-role during the course of which he or she either matures in the process or rebels, or simply drifts or gain is chastised or even destroyed by a characteristic inner weakness.'

Novels

- *Swami and Friends* (1935, Hamish Hamilton)
- *The Bachelor of Arts* (1937, Thomas Nelson)
- *The Dark Room* (1938, Eyre)
- *The English Teacher* (1945, Eyre)
- *Mr. Sampath* (1948, Eyre)
- *The Financial Expert* (1952, Methuen)
- *Waiting for the Mahatma* (1955, Methuen)
- *The Guide* (1958, Methuen)
- *The Man-Eater of Malgudi* (1961, Viking)
- *The Vendor of Sweets* (1967, The Bodley Head)
- *The Painter of Signs* (1977, Heinemann)
- *A Tiger for Malgudi* (1983, Heinemann)
- *Talkative Man* (1986, Heinemann)
- *The World of Nagaraj* (1990, Heinemann)
- *Grandmother's Tale* (1992, Indian Thought Publications)

Non-fiction

- Next Sunday (1960, Indian Thought Publications)
- My Dateless Diary (1960, Indian Thought Publications)
- My Days (1974, Viking)

- Reluctant Guru (1974, Orient Paperbacks)
- The Emerald Route (1980, Indian Thought Publications)
- A Writer's Nightmare (1988, Penguin Books)

NOTES

Mythology

- Gods, Demons and Others (1964, Viking)
- The Ramayana (1973, Chatto & Windus)
- The Mahabharata (1978, Heinemann)

Short story collections

- *Malgudi Days* (1942, Indian Thought Publications)
- *An Astrologer's Day and Other Stories* (1947, Indian Thought Publications)
- *Lawley Road and Other Stories* (1956, Indian Thought Publications)
- *A Horse and Two Goats* (1970)
- *Under the Banyan Tree and Other Stories* (1985)
- • *The Grandmother's Tale and Selected Stories* (1994, Viking)

7.2.1 R.K. Narayan's Technique of Writing

R.K. Narayan is a storyteller in the Indian tradition of storytelling. The narration moves forward chronologically, each succeeding event being linked causally with the previous one. As Paul Verghese points out:

Narayan's is the most simple form of prose fiction—the story which records a succession of events. There is no hiatus between character and plot; both are knit together. The qualities the novelist attributes to these characters determine the action, and the action in turn progressively changes the characters and thus the story is carried forward to the end.

In other words, as a good story-teller, Narayan sees to it that his story has a beginning, middle and an end. The end of his novel is a solution of the problem which sets the events moving; the end achieves that completeness towards which the action has been moving and beyond which the action cannot progress. This end very often consists either, in a balance of forces and counter-forces or in death or both.

However, *The Guide* is an exception in this respect. The narrative technique Narayan has followed in this novel is different from that of the other novels. In the story The Guide, we see the narration moving back and forth, from the present to the past and again to the present. The story is told by two people—the narrator tells the story in its present context and in the third person.

Raju, the main character, tells his story in the first person. His narration takes the reader to the past. Cinematic elements like flashbacks and jump cuts have been extensively used. Narayan deviates from the traditional mode of narration;

part of the story is told by the author and part in the first person by the hero himself. This is certainly an improvement in Narayan's narrative technique; here, however, it is necessitated by the nature of the story. The novel begins with the release of Raju from prison.

NOTES

Whatever happens to Raju after his release is told by the narrator—the novelist; whereas, whatever had happened to Raju before he was imprisoned is told in a series of flashbacks in Raju's own words, in the form of a confession to Velan who has come to think of him as a saint. Then Raju takes over the narrative chores and relates his progress from sweetmeat seller to jailbird to Velan. In between, the omniscient narrator punctuates Raju's narrative by showing him dealing with the villagers as a holy man.

The Guide is divided into two parts and narrates the story of Raju's childhood, his love affair, imprisonment (first part) and growth into a swami (second part). Though the streams move simultaneously, the first part is set in Malgudi. Raju's past and the second part is set in Mangla, which represents Raju's present. While Raju's past in Malgudi is narrated by Raju himself, his presence in Mangla is narrated by the author.

R. K. Narayan is a novelist of common people and common situations. His plot of *The Guide* is built of material and incidents that are neither extraordinary nor heroic. *The Guide* is a story of Raju's romance, his greed for money, his sin and repentance. It is also the story of everyman's growth from the ordinary to the extraordinary, from the railway guide to the spiritual guide.

Check Your Progress

1. In which year was R.K. Narayan honoured with the Sahitya Akademi Award?
2. List some of the prominent works of R.K. Narayan.

7.3 *SWAMI AND FRIENDS*: SUMMARY

Swaminathan is a young boy, living in the town called Malgudi in South India. On Monday Morning, he gets up and does his homework. Then he rushes to his school called Albert Mission School. He was bored in most of his classes. He gets only bad grade for his Maths homework.

In the Scripture period, the Scripture Master Mr. Ebenezar degrades both Hinduism and Islam as lifeless and helpless. He advocates Christianity, telling Jesus is the real God. He compares Jesus with Lord Krishna who steals butter. As Swaminathan felt intolerable, questioned this fanatic as "Why was he crucified", "If he was a God, why did he eat flesh and fish and drink wine?" As a Brahmin boy, he could not understand how God could be non-vegetarian.

Swami informed this to his father who wrote a letter to the Head-master, complaining of the school's attitude towards non-Christian boys. Swami conveys

this to his closest friends Somu, Mani, Sankar, Samuel Alias The Pea (Nick Name). Later the school headmaster scolds Ebenezar and warns Swami not to tell incidents to his father but to him with any problems.

Swami and Mani, a powerful but lazy friend discuss a classmate named Rajam. Mani wishes to throw him (Rajam) into the river. As Rajam is fearless, intelligent, and wealthy, Mani thinks Rajam his rival. Swami tells Mani that he supports Mani more than anyone else. To find who is more powerful, they get ready for a fight. But Rajam suggests to become friends. Swami and Mani become friends with Rajam.

Swami feels comfortable and safe with his grandmother. When he describes Rajam's nature, she too tells him of her husband's similar nature. Swami does not listen to her stories. Even when she insists him to stay some more time with her, he ignores her plea and goes to visit Rajam's luxurious house with Mani.

Swami's friends become friendly with Rajam. But they call Swaminathan as "Rajam's tail" as he moves good with him (Rajam) only. Swami is shocked at his friends' rejection of him. He feels miserably for the change that come too quickly in his life. His school does not seem pleasant to him, because of his friends ignoring him.

Rajam visited Swami's house also. Preparations are made by Swami's father, mother, grandmother, and Cook. Rajam delights Granny with his stories. The next day, when his friends bullied him at school, Swami slaps the Pea and Sankar. Swami explains Mani that the other three friends call him 'Rajam's tail'. Mani defends Rajam, fights with Somu. Finally, the Head Master comes out to stop their fight.

Now with Mani, Swami began to go to Rajam's house. When they playfully enter his house, they are shocked to find Somu, Sankar and the Pea there. Rajam teaches them the value of friendship. He wishes to give them gifts, on condition that they should remain friends.

Swaminathan's mother is going to deliver a baby. So she is in bed for two days. He misses his mother very much. He feels uncomfortable without her attention. He keeps staring at her blankly. He is not eating and sleeping well. Her appearance depresses him. He is not enthusiastic even when he heard the mother's pregnancy news. It is beyond his comprehension, when the preparations are made for the new person.

When the baby was born, Swaminathan tells the Pea that the baby is "hardly anything". The Pea assures him the baby will grow up quickly. As the exams are approaching, Swami and his friends were under the stress of studying. He wishes to buy things needed for the exam from Ameer Mart. But his father refuses to give him money, telling rupees, annas and pies do not drop from the sky.

Swaminathan's examination list consists of 20 sheets of unruled white paper, 10 sheets of ruled white paper, 1 bottle of black ink, 12 clips, 12 pins. But his father suggests him to use his materials.

NOTES

Swaminathan came earlier from the exam hall in his final day of exam. This worry turns into happiness when all the other students join him to celebrate the last date of the school. They tear papers and destroy ink bottles. This chaos comes to an end when the School administrator arrived.

During the vacation, Swaminathan feels that he has close friendship with Mani, Rajam than with Somu, Sankar and the Pea. His one consuming passion in life was to get a hoop. He wishes to make people in Malgudi understand that he is coming, even a mile away.

To get one hoop, Swaminathan gives money to Coachman who claimed to turn copper coins into silver. He cheats Swami for his coin. Swami too realizes his trick. To avenge, Rajam makes one plan in which Mani will kidnap the Coachman's son. But the plan fails. His neighbours attack and chase Mani and Swami away. They feel frustrated. They harass the young boy called Kauppan and cheat him as government agents. After frightening him, they send him away.

During the vacation also, Swaminathan's father decides to make him study. His father asks him to accompany him to the club. He watches his father playing tennis with a sense of importance. When he notices the Coachman's son working at the club, he fears that the boy will attack him. When he leaves from that places, he feels relaxed.

In the month of August, Swami and friends participate in the protest for Indian Independence. On listening to the speech of freedom fighters, Swami and Mani swear to support India against England. They decide avoid English goods. Swami burnt his cap, as somebody in the crowd said, it was made in foreign.

With fear of punishment, for not having cap, Swaminathan went to school. But the entrance of the school was blocked by the protestors. They announced that school remained closed, due to the imprisonment of some political leader called Gauri Sankar.

Swaminathan joining with protestors threw stones at Headmaster's room. It was he who shouted "We will spit on the police." When all the school children started running, with ferocity, he pulled out one boy's cap and threw it down. He gave a blow on his head. He moved with crowd in a procession along Market Road. When the Deputy Superintendent of Police announced to disperse in five minutes. When no one obeyed his words, the policemen rushed into the crowd and pushed and beat everybody.

The policemen with upraised lathis came towards him. Swaminathan shrieked "Don't kill me. I know nothing." The Policeman said, "Doing Nothing! Mischievous Monkey!" and delivered him a light tap on the head with the lathi, and ordered him to run before he was kicked.

At home, Swaminathan's father asked him what went on in school. He told his father about the cap which was torn by some bully in the crowd, as it is foreign-made. His father rebuked him saying, it was bought in the Khaddar stores.

Swaminathan was injured a lot because of his participation in the protest. His elbows and knees are painful. When he was collecting stones, he stumbled on a heap of stones, his knees were badly injured. When policemen charged, he ran and fell flat before a shop. Some monster ran over him. He felt that there was a pang about his hips. He felt as if a load had been hung from his thighs. He felt a heavy monstrous pain in the head. He realized that the policemen's lathi was not gentle, it was a merciless attack. He had been called a monkey.

The Head Master proclaimed the punishment for his students' behaviour the previous day. He read out the dozen names and asked them to stand on their benches. Swaminathan felt humiliated while undergoing the punishment. Then they were lectured. Then they were asked to offer explanations for their absence one by one. The punishment was pronounced finally: ten days' attendance cancelled, two rupees fine and the whole day to be spent on the desk, if the explanation was not satisfactory. Swaminathan did not reply, in his turn. The peon was brought to confirm that it was Swaminathan who broke the panes of Head master's room. The Headmaster whacked him several times. Then he announced his dismissal.

Six weeks later, Rajam came to Swaminathan's house and told him that he forgave all his sins – starting with his political activities, to his new acquisition. Swami was admitted in the Board school. Swami agreed to join in their cricket team. They call themselves 'Malgudi Cricket Club.'

Swami quickly showed everyone as a good bowler. He earned a nickname of Tate who was a famous bowler. After drill practice at his Board School, he came too late for cricket practice. Rajam went to Board School Headmaster to convince him to allow Swami to leave School early, so that he could practice cricket. The Headmaster ignored their request. To skip drill practice, Swami approached Dr. Kesavan to get a medical certificate.

Dr. Kesavan pronounced Swami as healthy. The Headmaster understood from Dr. Kesavan that Swami wanted the doctor to inform the Headmaster as Swami would die if he attended drill. He prepared to cane Swami, but Swami grabbed and threw it out of the window. He ran away from school.

Out of fear of being rebuked by his father, Swaminathan ran away. As a reminiscent of his old school, he went to see his Mission school. There he met Rajam, who convinced him to run away briefly and return to participate in the match.

Swami's father searched him throughout the night. Mother and grandmother became sick with worry. He searched in the banks of Sarayu River and walked along the rail lines.

Swami felt sorry for leaving the home for a trivial problem. He decided to go home. But he was lost in the forest. He fell unconscious. He imagined winning cricket match. One cartman named Ranga took Swaminathan to the District Forest Officer called Mr.Nair. With the assistance from Rajam's father, Swami's father brought him back to home. Swami realised that he missed the match. This infuriated Rajam.

Swaminathan did not meet Rajam for ten days, fearing his reaction. He got the news of transfer of Rajam's father and so the family was about to move away from Malgudi. Swami decided to give Rajam a going-away present. He searched his possessions and found 'Book of Fairy Tales'.

NOTES

Swami went to the station but frightened to talk to Rajam. Through Mani, the book is handed over to Rajam, who is in the moving train. Rajam seemed to say something. But the whistle of the engine, and its tremendous hissing, his words became inaudible. Rajam waved his hand for farewell. To console him, Mani assured Swami that Rajam would write to Swami, as he has given Swami's address. Swami was not sure whether Mani was consoling or telling the truth.

7.4 MAJOR THEMES OF *SWAMI AND FRIENDS*

Let us study the major themes of *Swami and Friends.*

Theme of *Swami and Friends*

In *Swami and Friends*, R.K.Narayan discusses the theme of disobedience, control, power, and independence. It is a critique of educational system in India under the British rule. It shows how the individual is suppressed and repressed by the educational institutions. In the Scripture period, the Scripture Master Mr. Ebenezar degrades both Hinduism and Islam as lifeless and helpless. He advocates Christianity. Swaminathan felt intolerable, questioned this fanatic as "Why was he crucified", "If he was a God, why did he eat flesh and fish and drink wine?"

Swami informed this to his father who wrote a letter to the Head-master, complaining of the school's attitude towards non-Christian boys. Later the school headmaster scolds Ebenezar. When Mani that the other three friends call him 'Rajam's tail'. Mani defends Rajam, fights with Somu. Finally, the Head Master comes out to stop their fight.

To get one hoop, Swaminathan gives money to Coachman who claimed to turn copper coins into silver. He cheats Swami for his coin. Swami too realizes his trick. To avenge, Rajam makes one plan in which Mani will kidnap the Coachman's son. But the plan fails. His neighbours attack and chase Mani and Swami away.

One day, the entrance of Swaminathan's school was blocked by the protestors. They announced that school remained closed, due to the imprisonment of some political leader called Gauri Sankar. Swaminathan joining with protestors threw stones at Headmaster's room. Swaminathan was injured a lot because of his participation in the protest. His elbows and knees are painful. The punishment given for protesting also, he undergoes. The Headmaster whacked him several times. Then he announced his dismissal.

Swami leaving the home for a trivial problem, missing the match, and fearing to face Rajam's reaction shows being controlled by authoritative power.

NOTES

Friendship in *Swami and Friends*

Swami conveys the Scripture period incident and his father writing letter to the Head Master to his closest friends Somu, Mani, Sankar, Samuel Alias The Pea (Nick Name). Swami wishes to accompany only the strong boy like Mani. Initially, Mani and Swaminathan do not like Rajam. Mani wishes to throw him (Rajam) into the river.

Rajam, being the son of the Superintendent is fearless, intelligent, and wealthy. Mani thinks Rajam his rival. Swami expresses his support to Mani than anyone else. They want to know who is more powerful, so they indulge in a fight. But Rajam suggests to become friends. Swami and Mani become friends with Rajam. Rajam's maturity is well evident from this situation.

Swami's friends become friendly with Rajam. But they call Swaminathan as "Rajam's tail" as he moves good with him (Rajam) only. Swami is shocked at his friends' rejection of him. He wished to go to school because of his friends' presence there. But his school does not seem pleasant to him, because of his friends ignoring him.

During Rajam's visit Swami's house, his friendship becomes in contact with his family. The next day, when his friends bullied him at school, Swami slaps the Pea and Sankar. Swami explains Mani that the other three friends call him 'Rajam's tail'. Mani defends Rajam, fights with Somu. Finally the Head Master comes out to stop their fight.

Again Rajam behaves maturedly, by uniting all the friends at his home. Rajam teaches them the value of friendship. He wishes to give them gifts, on condition that they should remain friends. During the vacation, Swaminathan feels that he has close friendship with Mani, Rajam than with Somu, Sankar and the Pea.

In two incidents, Rajam behaves foolishly, without any maturity: one at avenging Coachman's son and another at being the reason for Swami running away from school. Swaminathan gives money to Coachman who claimed to turn copper coins into silver. He cheats Swami for his coin. Swami too realizes his trick. To avenge, Rajam makes one plan in which Mani will kidnap the Coachman's son. But the plan fails.

Rajam stops talking with Swaminathan six weeks for Swami participating in independence struggle and ten days neglect of Swaminathan for absenting himself in the cricket match, even though he knows Swami gets lost in the woods. Rajam asking permission from the Board School Headmaster to send Swami for cricket practice, as Swami is in Malgudi Cricket Team. Because of his insistence only, Swami wanted to skip drill practice.

Swaminathan got the news of transfer of Rajam's father and so the family was about to move away from Malgudi. Swami decided to give Rajam a going-away present. He searched his possessions and found 'Book of Fairy Tales'. Rajam seemed to say something from the moving train. But the whistle of the engine, and its tremendous hissing, his words became inaudible. Rajam waved his hand for farewell.

Swaminathan's Participation in the Protest

In the month of August, Swami and friends participate in the protest for Indian Independence. On listening to the speech of freedom fighters, Swami and Mani swear to support India against England. They decide to avoid English goods. Swami burnt his cap, as somebody in the crowd said, it was made in foreign.

With fear of punishment, for not having cap, Swaminathan went to school. But the entrance of the school was blocked by the protestors. They announced that school remained closed, due to the imprisonment of some political leader called Gauri Sankar.

Swaminathan joining with protestors threw stones at Headmaster's room. It was he who shouted "We will spit on the police." When all the school children started running, with ferocity, he pulled out one boy's cap and threw it down. He gave a blow on his head. He moved with crowd in a procession along Market Road.

When the Deputy Superintendent of Police announced to disperse in five minutes. When no one obeyed his words, the policemen rushed into the crowd and pushed and beat everybody. The policemen with upraised lathis came towards him. Swaminathan shriekhed "Don't kill me. I know nothing." The Policeman said, "Doing Nothing! Mischievous Monkey!" and delivered him a light tap on the head with the lathi, and ordered him to run before he was kicked.

The after-effects of Participation in Struggle in India

At home, Swaminathan's father asked him what went on in school. He told his father about the cap which was torn by some bully in the crowd, as it is foreign-made. His father rebuked him saying, it was bought in the Khaddar stores.

Swaminathan was injured a lot because of his participation in the protest. His elbows and knees are painful. When he was collecting stones, he stumbled on a heap of stones, his knees were badly injured. When policemen charged, he ran and fell flat before a shop. Some monster ran over him. He felt that there was a pang about his hips. He felt as if a load had been hung from his thighs. He felt a heavy monstrous pain in the head. He realized that the policemen's lathi was not gentle, it was a merciless attack. He had been called a monkey.

The Head Master proclaimed the punishment for his students' behaviour the previous day. He read out the dozen names and asked them to stand on their benches. Swaminathan felt humiliated while undergoing the punishment. Then they were lectured. Then they were asked to offer explanations for their absence one by one. The punishment was pronounced finally: ten days' attendance cancelled, two rupees fine and the whole day to be spent on the desk, if the explanation was not satisfactory. Swaminathan did not reply, in his turn. The peon was brought to

confirm that it was Swaminathan who broke the panes of Head master's room. The Headmaster whacked him several times. Then he announced his dismissal.

NOTES

Check Your Progress

3. Swaminathan studies in which school?
4. Why does Swami burn his cap?

7.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. R.K. Narayan was honoured with the Sahitya Akademi Award in the year 1951.
2. The prominent works of R.K. Narayan are the following:
   - *Swami and Friends* (1935, Hamish Hamilton)
   - *The Bachelor of Arts* (1937, Thomas Nelson)
   - *The Man-Eater of Malgudi* (1961, Viking)
   - *Grandmother's Tale* (1992, Indian Thought Publications)
   - *An Astrologer's Day and Other Stories* (1947, Indian Thought Publications)
3. Swaminathan is a young boy, living in the town called Malgudi in South India. He studies in school called Albert Mission School.
4. Swami burns his cap because he is told that it was made in foreign. Moreover, Swami and Mani decide to boycott English goods as they participate in the protest for Indian Independence.

7.6 SUMMARY

- R.K. Narayan is one of the most prominent writers of Indian Writing in English. Along with Raja Rao, Mulk Raj Anand, Narayan's contribution as a writer has not only given impetus but also extensively influenced the development of Indian Literature in English.
- Establishing his credibility as one of the most well received writer of early Indian English literature, Narayan was awarded the Sahitya Akademi Award in 1951.
- Malgudi the fictional town is where Narayan situates nearly all his works. The town has often been seen as a 'site that represents quintessential Indianness, (as representing the) 'microcosm of the nation.'

NOTES

- Narayan's Malgudi is a metonym for traditional India, an India which has withstood the forces of modernity while battling to salvage its rich traditional heritage.
- R. K. Narayan is a storyteller in the Indian tradition of storytelling. The narration moves forward chronologically, each succeeding event being linked causally with the previous one.
- Swaminathan is a young boy, living in the town called Malgudi in South India. On Monday Morning, he gets up and does his homework. Then he rushes to his school called Albert Mission School.
- Swami and Mani, a powerful but lazy friend discuss a classmate named Rajam. Mani wishes to throw him (Rajam) into the river. As Rajam is fearless, intelligent, and wealthy, Mani thinks Rajam his rival.
- Rajam visited Swami's house also. Preparations are made by Swami's father, mother, grandmother, and Cook. Rajam delights Granny with his stories.
- Swaminathan's mother is going to deliver a baby. So she is in bed for two days. He misses his mother very much. He feels uncomfortable without her attention. He keeps staring at her blankly.
- During the vacation, Swaminathan feels that he has close friendship with Mani, Rajam than with Somu, Sankar and the Pea.
- During the vacation also, Swaminathan's father decides to make him study. His father asks him to accompany him to the club.
- At home, Swaminathan's father asked him what went on in school. He told his father about the cap which was torn by some bully in the crowd, as it is foreign-made. His father rebuked him saying, it was bought in the Khaddar stores.
- Swami quickly showed everyone as a good bowler. He earned a nickname of Tate who was a famous bowler.
- Swami felt sorry for leaving the home for a trivial problem. He decided to go home. But he was lost in the forest. He fell unconscious.
- In *Swami and Friends*, R.K.Narayan discusses the theme of disobedience, control, power, and independence.
- One day, the entrance of Swaminathan's school was blocked by the protestors. They announced that school remained closed, due to the imprisonment of some political leader called Gauri Sankar.
- Swami conveys the Scripture period incident and his father writing letter to the Head Master to his closest friends Somu, Mani, Sankar, Samuel Alias The Pea (Nick Name).

NOTES

7.7 KEY WORDS

- **Autobiography:** It is an account about one's life written by oneself.
- **Colonization:** It is a system by which a powerful country directly controls less powerful countries and exploits its resources to increase its potential and wealth.
- **Protagonist:** It refers to the main character in a literary work.

7.8 SELF-ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Write briefly about the life and works of R.K. Narayan.
2. Why did not Swami meet Rajam for ten days?
3. Who assured Swami that Rajam would write to him?
4. Why was Rajam angry with Swami at the end of the novel?
5. What does the author want to convey through Rajam's unheard reply?
6. Write a note on R.K. Narayan's literary style.

Long-Answer Questions

1. Describe the nature of Swami's father.
2. Explore Swami's love for his grandmother.
3. Why did Swami run away from his school?
4. Describe Swami's participation in the protest.
5. How was the protesters treated in Swami's school?
6. Describe Swami's missing episode.

7.9 FURTHER READINGS

Narayan, R.K. 1935. *Swami and Friends*. Chennai: Indian Thought Publications.

Singh, S.A. 2002. *Critical Essays on R.K.Narayan's Novels*. Jaipur: Book Enclave.

Sinha, K.N. 1979. *Indian Writing in English.* New Delhi: Heritage Publications.

Thieme, John. 2010. *R.K.Narayan. Contemporary World Writers*. U.K: Manchester University Press.

Naik, M.K. 1983. *The Ironic Vision: A Study of the Fiction of R.K.Narayan*. New Delhi: Sterling Publishers.

BLOCK - II

SHAKESPEARE

NOTES

UNIT 8 *THE MERCHANT OF VENICE:* SHAKESPEARE

Structure

8.0 INTRODUCTION

William Shakespeare is an English playwright and poet. He is widely regarded as an eminent playwright in the English language. He has written totally 37 plays. His plays can be divided according to the genre in which it was written such as comedies, tragedies, roman plays, history plays, romances and so on. It can be divided according to the period in which it was written. His plays are considered to be the finest works in the English language.

The Merchant of Venice is a love story, leading to the happy marriage. The central story of this play is Bassanio wooing Portia. There is love between Portia and Bassanio, Antonio and Bassanio, Nerissa and Gratiano. The theme of play is love and friendship. There is danger and suspense in both Casket scene and Trial scene. Finally, the problems of this play are solved. The play ends in happiness. This play is full of thrills. It is completely far off from ordinary day-to-day life. In this unit, you will study about the life of William Shakespeare and his famous play *The Merchant of Venice*.

8.1 OBJECTIVES

After going through this unit, you will be able to:

- Prepare a brief biographical sketch of William Shakespeare
- Analyse the significant role of female characters in the play
- Critically analyse the character of Shylock
- Describe the characteristics of Elizabethan era

- Explain the features of Elizabethan theatre
- Discuss the characteristics of the Elizabethan audience

NOTES

8.2 WILLIAM SHAKESPEARE: AN INTRODUCTION

William Shakespeare is one of the greatest playwrights of the English language.

It is difficult to chronicle the initial period of his life and experience. There is not much information available. Scholars rely on existing records and documents to outline and sketch the life of William Shakespeare. It is now generally accepted that William Shakespeare was baptized on 26 April 1564. The ceremony took place at Holy Trinity church (Stanford).

William Shakespeare was born to John Shakespeare and Mary Arden. Mary Arden was the daughter of Robert Arden, who was a farmer by profession. Mary Arden had inherited a good amount of property in the form of land in Wilmcote (near Stanford) from her father. The Shakespeare family was blessed with four daughters and four sons. William Shakespeare was the eldest of the four boys. It is believed that out of the four girls only one survived.

Documents suggests that in 1556, John Shakespeare bought the house which is situated in Henley Street, that which we identify today as the birthplace of Shakespeare. The primary job of John Shakespeare was of producing gloves, but we know that he also worked as a merchant of wool and corn. By the year 1570, it is believed that John Shakespeare had started lending money to other people as well. John Shakespeare was considered to be an effluent businessman who was successful in a number of businesses that he undertook. He was a man who owned his own property in Stanford. Being a man of repute and influence he played a significant role in shaping the municipal life of the town he was part of. John Shakespeare attained a number of significant positions in the Government of Stanford and eventually occupied the position of Mayor in the year 1569.

But soon, financial struggle started haunting the Shakespeare family. And by the year 1576, John Shakespeare was steeped into financial difficulties to such a great extent that he had mortgaged Mary Arden's property to bail the family out of the situation.

We do not have access to any authentic document which highlights the early years of education that William Shakespeare undertook. But scholars agree that

William Shakespeare must have attended the grammar school in Stanford where he undertook subjects such as the Classics, grammar as well as literature. It is usually assumed that William Shakespeare had to give up formal schooling by the age of 13 so that he could financially support his father.

William Shakespeare almost certainly went to one of Stratford's 'petty' or junior schools where he would have learnt his letters with the help of a hornbook.

From the age of seven or thereabouts, he would have progressed to the King's

New School where the emphasis would have been on Latin, it still being the international language of Europe in the 1500s. Shakespeare probably left school

at the age of 14 or 15. The plays written by William Shakespeare highlights his knowledge of Latin language. As we all know some of the classical writers like

Ovid, Terence, Plautus et al influenced his writings - both poetry and plays. We also come across significant display of Roman history in his writings. All this might have reached him through his school curriculum, as teaching Latin in school was most common during those days.

Along with Latin he was also taught arithmetic in his classes. Even though his education did not earn him the reputation of a " learned man" yet it was sufficient enough to provide him with a sound education. It is well understood that due to financial difficulties he was asked to leave the school and take up a job so that his family could be supported through some income. But as far as the nature of his employment goes no one is sure about it. When he was 19, he married Anne

Hathaway, who was 26 then. Anne Hathaway was the daughter of a very rich yeoman who hailed from Shottery. It is believed that this marriage took place in extreme urgency and was not a successful one. The couple had three children-

Susannah, Judith and Hamnet, the last two were twins. Stories suggest that by this point William Shakespeare had got himself embroiled in bad company. Soon he was part of a deer stealing episode which made him run away from his home town. One cannot be very sure about the authenticity of this episode. There are number of stories concerning the "lost years" of William Shakespeare. Over the years there has been hardly any information concerning his life during this phase.

But needless, it is believed that a few years after his marriage, around 1587 he left his native place and moved to London to explore better avenues.

This was a period when drama was gaining popularity in London due to the influence of the University Wits. Shakespeare discovered his interest in the stage.

He started the stage career as an actor and then he turned his attention towards play writing. But of course, running his attention towards writing did not stop him from continue his acting. By the year 1592, Shakespeare was already an established name in the field of literature. A pamphlet written by Graham Greene, in the same year, had an oblique reference to him in an inappropriate manner suggesting his elevation to a significant status.

During Shakespeare's younger years, travelling groups of professional actors visited Stratford. It is possible that these performers were responsible for making

Shakespeare interested in the stage. Some critics also suggest that Shakespeare's entry into the world of theatre in London city could have been made possible by the contact he had built for himself through these travelling groups.

In the year 1593, when the plague broke in London city most of the theatres were shutdown. During this period Shakespeare turned his attention towards writing poetry. In the very same year, Shakespeare published Venus and Adonis, which was an erotic poem. The poem was dedicated to Henry Wriothesley, Third Earl of Southampton. It is believed that Henry was young courtier and Queen Elizabeth held him in high affection. In the year 1594 William Shakespeare became the

founding member as well as shareholder for Lord Chamberlain's Men. He also contributed as actor and playwright in the company. Shakespeare essayed the role of Richard III, Othello, King Lear and Hamlet. Few years later the company was renamed to The King's Men. They performed mostly in the court then in other venues.

It is understood that Shakespeare remained in London for close to 20 years after this. He worked hard and produced a few plays every year which helped them grow both in popularity as well as in wealth. He soon became a shareholder into of the major theatre company of his time - the Globe and the Blackfrairs.

Apart from being the shareholder he also possessed property in Stanford as well as London. But the years as they passed by not only brought him success and fortune but also misfortune. In the year 1596, his only son departed for the heavenly abode. In the year 1601, his father too passed away. In the year 1607, his younger brother Edmund who was also an actor died unexpectedly. And as if this was not difficult enough, Shakespeare's mother passed away in the very next year, in 1608.

Sometimes between the year 1610 to 1612, William Shakespeare moved to Stratford. Here he had brought himself the biggest house in the area- new palace. By that time his elder daughter had married Dr. John Hall (the famous physician). And by 1616 Judith married Thomas Quincy. Thomas Quincy's father was a great friend of Shakespeare. By 1616, Shakespeare's health had completely dwindled and in that year itself on 23rd April his soul departed.

Shakespeare was buried at Holy Trinity Church at Stratford. Seven years after Shakespeare's death, in the year 1623, two actors from the King's company, John Heminge and Henry Condell, published the plays of Shakespeare. This was the first folio. It contains 36 plays and it was sold for 1 pound.

Anne Hathaway, the widow of Shakespeare, died in the year 16 23. She was buried beside him in Holy Trinity Church. It is believed that the family line of

William Shakespeare came to an end after the death of his granddaughter in the year 1670.

If we leave aside few miscellaneous and ambiguous texts, then Shakespeare can be credited with two narrative poems, these are 'Venus and Adonis' and 'Lucrece'. Both the pieces are comprised of 154 sonnets out of which 126 are addressed to a man and rest are probably addressed to a lady. These sonnets have given rise to innumerable discussions but none of them are concrete nor based on authentic evidences. They indicate about a broken friendship or love (none with any certainty). But one thing that is obviously clear is that the texts talk about extremely refined and beautiful poetry that has transcended beyond time.

In the modern times it is accepted that Shakespeare wrote around 37 plays. But scholars insists that some of these materials are probably collaborative by him and few others are actually him rewriting existing or older materials. But what is sure is that as a dramatist his most productive periods were within the years 1588 to 1612. And that is why we can say without any hesitation that Shakespeare dominated the last phase of the 16th century and early phase of 17th century.

William Shakespeare's works can be divided into four different stages:

1. **1588 to 1593:** This was the beginning of Shakespearean experiments. As an apprentice he learnt the art of improvising and revising the existing pieces. He revised the three parts of Henry VI and Titus Andronicus. It was during this period that he composed his early comedies (under the influence of Lyly). Shakespeare composed Love's Labour's Lost, *The Two Gentlemen of Verona*, *A Midsummer Night's Dream* and *The Comedy of Errors* during this phase. Under the influence of Marlowe, he tried to experiment with the historical play *Richard III*. Showcasing his versatility, Shakespeare wrote the young tragedy- Romeo and Juliet. The works composed during this period lacks the typical Shakespearean finesse, the characterizations are definitely shallow and overall, they appear to be extremely immature. Moreover, one can definitely witness regular use of puns, a stiff use of blank verse, and rhyming dialogues in the works which were composed during this period.
2. **1594 to 1600:** This was a period of chronicle plays and great comedies. The chronicle plays that came around this time were: *Richard II, The Merchant of Venice, Henry IV (Part 1 & II), King John*, and Henry V. The comedies of the period were: *The Taming of the Shrew*, *Much Ado About Nothing, As You Like It, Twelfth Night* and *The Merry Wives of Windsor*. In these works, Shakespeare shows his craftsmanship as an original composer. None of these plays have any kind of influence from his predecessor. All these works highlight Shakespeare's command over the power of development in technique. There is an intense and detailed exploration of human motives and passions. The use of prose and blank verse increases gradually while discarding the use of rhymes in dialogues. In fact, the stiffness of blank verse paves way to more lucid and flexible use of the form.
3. **1601 to 1608:** This was a period when Shakespeare composed the best of his tragedies. This was also a phase which witnessed some of the serious comedies of Shakespeare. This was the most successful phase of Shakespeare as a playwright. His competency as a dramatist, his intellectual abilities as well as his power of expression has bestowed the literary world with some of the most memorable compositions. But more than creative talent, what is most amusing is to see the way the spirit of Shakespearean work changed. He now seemed to be more interested in the darker side of human experiences. He was solely focused on challenging the existing social moral order. By doing so he manages to show how destructive passion can ruin the lives of both the guilty as well as the innocent together. Most of the plots of Shakespeare's plays composed during this period takes a deep insight into the power of good and evil where the powers of evil are finally questioned upon. He composed *Julius Caesar, Hamlet, All's Well That Ends Well, Othello, King Lear, Macbeth, Measure for*

Measure, Troilus and Cressida, Coriolanus and Timon Of Athens during this period.

4. **1608 to 1612:** This was the period of later comedies or as we call it dramatic romances. The shifting period is very obvious during this period. It is almost as if the terrible phase of his life has now given way to a more beautiful sunny phase of his life. Unlike the previous period where everything in his fictional world was dark and somber this was a phase which brought in happiness and hope. Even though there is the element of traffic aspect in each of these later plays, one cannot deny that in this place good always prevails the evil. Even the tone and manner are more tender and optimistic in comparison to the previous works. But needless to say, this is also the period which clearly marks the decline of the great playwright that Shakespeare was. The construction is definitely unsatisfactory, the character development is careless, and the style has no resemblance to the powerful impact that the preceding years of his creative talent ahead recorded. Critics now agree that, of the various plays that are credited to Shakespeare during this period, only three of them are solely authored by him: *Cymbeline, The Tempest* and *The Winter's Tale.* And he has definitely co-authored more plays: *Pericles and Henry VIII*.

If we take into account all the works composed by Shakespeare, it will not be wrong to mention that he probably has contributed the most to the body of literature as a single author. And what makes the most amazing and time immemorial popular writer is his variety. Of course, there have been numerous other authors who have been better than him at some point or other but without a doubt no one has ever been close to him in terms of the vast body of work that he has composed and versatility that he has displayed. Even though slightly imbalanced, there is no denial that he was good with both tragedy as well as comedy. Ingenious spread not only to the stage plays but also in the area of poetry. He was comfortable in imagination as well as delicate fancy. Of course, he was never an original thinker. But he had the power to recreate magic from the material that was available to him in a manner which supported the original writing and managed to attach with it a time immemorial quality.

One of his major strong points was the ability to characterize. It can be safely mentioned that no other author has managed to create so many varieties of characters - both men and women- who never at any point of time felt like a figment of imagination from the authors mind but were probably true and alive. Many scholars admire the range of vocabulary that Shakespeare places in his works. It is believed that his vocabulary had more than 15000 words whereas even Milton fell short in his comparison.

As of now, all the manuscript plays of Shakespeare are lost. Since Shakespeare himself did not print any of the text we rely on the first print. Even though it must be mentioned here that 16 of his place where published in quarter version during his lifetime itself. But we cannot take it as authentic version because

NOTES

they were all unauthorized editions. As already mentioned the first edition of 1623, (Pericles was omitted in this) is considered to be the first folio edition that came out in print. This one is kind of considered to be the standard and universally accepted version of Shakespearian works. But one of the biggest drawback of this Folio edition is that they are not arranged in chronological order nor the date of the original composition are mentioned in it.

Check Your Progress

1. When and where was William Shakespeare baptized?
2. Who was Anne Hathaway?
3. To whom was Shakespeare's poem 'Venus and Adonis' dedicated?
4. What is the significance of the period 1594 to 1600, in Shakespeare's literary life?

8.3 THE ELIZABETHAN AUDIENCE AND THEATRE

The audience for which Shakespeare wrote his plays during the Elizabethan era was of an interesting mix. They were usually identified as both vulgar and refined. The vulgar comprised of 'uncultured people' like those who belonged to the category of soldiers, thieves, sailors , robbers, petty criminals men and women involved in 'immoral' activities. On the other hand, refined audience referred to educated men and women, people holding respectable business and those in charge of public offices. People who were critics, scholars and of course the nobilities from the royal families were also part of this category. It was necessary to cater to the tastes of both the classes. Hence Shakespeare as well as other playwrights wrote in a manner that was acceptable to both the sections.

Some critics of Elizabethan period have pointed out that Shakespeare '…wrote for the 'great vulgar and the small' in his time, not for posterity. If Queen Elizabeth and the maids of honor laughed heartily at his worst jokes, and the catcalls in the gallery were silent at his best passages, he went home satisfied, and slept the next night well. He was willing to take advantage of the ignorance of the age in many things, and if his plays pleased others, not to quarrel with them himself.' 1

During the Elizabethan era theatre functioned as a medium of public amusement. That is why it instantly became popular. The first theater of London was created when Shakespeare was around a twelve years old boy. As scholars would agree, the theatrical world of Elizabethan period actually bloomed during Shakespeare's lifetime. The popularity of plays led to the establishment of both public as well as private playhouses. More than a hundred of companies came into existence during the time comprising of both amateur as well as lay men. This also resulted in complications associated with authorship as well as licensing of plays.

It will be of interest to know that the companies of actors resided in luxurious estates of Lord Oxford or Lord Buckingham etc. This was the time when most of

the strolling troupes moved around the country performing anything that would create interest. Mostly these groups consisted of three or maximum four male members. The younger boys would play the role of women. They performed in gatherings and in open squares of the town. They also performed in the private halls of those who were noblemen or gentry. The licensing of plays caused a lot of troubles. Some not so effective performers who identified themselves as associates of some influential people actually came from dubious social backgrounds.

Under Elizabethan England the players were not allowed to perform political and religious subjects. There are documents suggesting that influential people from the country complaining about the growing number of actors and stage shows that were being performed. They were of the opinion that this place where more often than not indecent and even looked at religion in a disrespectful manner. The other problem was that, most of the people about whom there were complaints were people from the neighbourhood and the performances gathered crowd. And with the crowd came numerous disease, and this became a matter of concern especially during the period of great plague. What needs to be mentioned here that, the theatre being a place for public to come together number of crime increased in and around the theatres. There are evidences suggesting that petty thieves and beggars flooded in these areas where the performances took place.

Queen right to curb all the social menace yet at the same time did not allow the disruption of the performances of the players. In 1576 she issued an ordinance with suggested that no performances will take place inside the city. But this was not followed seriously. The corporation of London was never in favour of the performances. But because the performance and drama enjoyed favour from the nobility as well as the queen and that of the masses the corporation could not do much about it. Even though the players were restricted from performing within the city they could not be stopped from establishing themselves just across the river.

This segment was outside the ambit of the corporation. This was a clear indication that the popularities of the plays would not die down any time soon.

Because of the immense popularity of the theatre, search restrictions only led to the growth of theatre companies and a healthy rivalry immersed between all the companies and actors. Soon enough the professional actor gained public respect and eventually were identified as significant members of the society. Theatrical companies gradually became association of men who were dependent on the favour extended by the Lords and Rich men. This helped them in bringing a stability to the business while the company and the actors became part of established success which was very different from the life of the wanderers that they were once.

It is believed that sometimes the young noble man who came to watch the performance sat on the stage itself. After the first Globe Theatre was burnt down in the year 1613 it was rebuilt by King James with help of money from a nobleman. It was this rebuilt theatre which was used by Shakespeare in a letter part of his life.

It is believed that during the winter period black friars where used in the City. According to historical documents, by the time the reign of Queen Elizabeth

NOTES

came to an end there were as many as 11 theatres in London both public and private. It is believed that a good number of people from the royal family got interested in the theatre and its performance leading to an unprecedented growth of theatre. The boys who performed at choirs and church we are also trained in acting. Thus, handing over the knowledge of performance to the next generation.

The authorship and ownership underwent a complex ritual during the Elizabethan period. A drama could be composed by someone and handed over to the manager of a company of actors. The company code performed the play with or without acknowledging the author. Sometimes an author never intended to consider the after effects of this decision. If changes were required to the existing play, then some of the popular playwrights would be asked to change it before the next production. Henslowe, who had extreme interest in the performances invariably asked both established as well as a mature playwright to keep making changes and creating new content for his next production. Most of the dramatist of that period worked as apprentices. That is why they did not hesitate to do any kind of task that they were asked to. Many a times, an apprentice composes something and later on an experienced playwright fine tunes it to make it more stage appropriate. Many a times works written in Spanish, French or Italian were created to make it more compatible to the London audience. Pirate publishers very common. There was no way authors or managers could protect themselves from the pirate Publishers.

Usually if a drama becomes popular, manager from the rival company would send his clerk who in turn will copy the lines in shorthand. There were many times when a Saturn play was reproduced with mutilated lines and scenes. Moreover, if one became extremely successful its length as well as scenes would be cut down so that they could be made more approachable and easy for the strolling players to perform. Despite its popularity and enjoying the patronage of nobility there still remain the Jungle stigma associated with the actors the playwright and anyone who was associated with theatre.

The Elizabethan theatre usually comprised of a large wooden platform which was used as a stage. It is believed that this platform was not permanent and could be moved from one place to another. The building usually had no roof. It was surrounded by galleries. This is mostly where the spectators for the performance from. There was a yard build around the platform so that the " groundlings" could watch it. This year was created by mixing Ash with Canon or hale nut shells. The back of the platform consisted of a tiring house, but the actors would go and change their costume or put on their makeup. This segment of the theatre was covered by a roof. Theatre usually had a space behind the auditorium to accommodate the machinery that were required for performance on stage. Also, the raised platforms contender trapdoor which help the actors ascend or descend the stage.

"The Elizabethan audience was accustomed to lavish, magnificent costumes, though historical and national accuracy were almost completely ignored. Shakespeare likely had very little control over the actual selection of the costumes

NOTES

apart from the specifics he wrote into his plays, such as Shylock's "Jewish gabardine" or Hamlet's "inky cloak"."2

It is believed that costumes in particular created some controversy. It was a society where clothing was regulated by law. In the idea of putting up a cloth and pretending to belong to a different class, society or even gender, created a lot of controversy. Even through the majority of the audience was fairly accommodating to accept this kind of pretence for a short period of time there was a small part Focus Group which thought this would lead to social unrest. But for the Elizabethan audience the costumes of the characters mattered more than the background for setting of the theatre.

It is believed that the audience of the Elizabethan era were more prone to believing every message that came through the ear. They did not show much interest towards visual discrepancy. Even the Elizabethan plays and drama played a major role in shaping the intellect of the period that it cannot be assumed that the audiences were of higher intellect. There are documents to suggest the nobility who came to watch the performances usually relaxed themselves without showing much engagement in the performance.

From today's perspective, we might feel that the Elizabethan audience was probably consisted of mostly well off people. But that was not the case. Majority of the Elizabethan audience were common people even though a healthy number of rich people were found in the spectator group. One could also find a good number of intellectual dramatists who would join the performance for its ability to convince them at an intellectual level. Even though it is not possible to construct the exact type of theatre cleared then, but it can be safely concluded that there were not many theatrical props available at that time to help create beautiful scenery for the settings. The Dramas were not very expensive during the Elizabethan period and hence audience from various class could participate in viewing it.

The price was not regulated by who or what one was doing in terms of profession or how one was pleased in terms of social hierarchy. It was mostly based on the sitting arrangement. If the sitting arrangement was very comfortable the prices would be expensive, it was if it was not, then it would be cheap. The most inexpensive at meant one had to stand. This standing room was identified as the theatre pit. Majority of the theatre lovers without any hesitation kept standing there for hours together especially while watching a lengthy performance. During the period audience of all class watched Shakespeare's performances without any hesitation. It has been recorded that Queen herself attended the theatre of Shakespeare a number of times.

'The populace in Elizabeth's grade (e.g. gentry, knights, elected representatives) mostly likely paid the three-penny (or more) admission to get the best seat in the house, which meant the most comfort and finest location in the galleries. Two penny admissions were most likely paid by citizens in the upper middle class like artisans or other actors. They were seated just like the wealthy, but the best places were not reserved for them. Also, both of these admissions prices provided a canopy from different weather conditions'3.

The Elizabethan audience wanted to watch theatre because of number of reasons. For them the public playhouses were centers of learning. Still the audience was primarily composed of people who lacked sophistication the only place they could go for if they are looking for entertainment as well as imagination was heading to a playhouse. It was an era where people did not have access to newspaper or magazine. There was hardly any culture of novels or cheat book. Theatre was the place where people could feel in their imagination and sensation with stories. This was a place where people could expose themselves to education as well as other cultural opportunities.

At times, the performances continued from dawn to dusk. It could be warm or cold weather, but people stayed and watched the performance. Since it was an Era when the artificial lightning and its culture was not very common people had to take recourse to the natural light to convey their stories. Even though many well the people went to amphitheater to see the performances, royalty like Queen

Elizabeth 1 would never visit amphitheater to watch the performance. For the Queen, normal private performances were arranged. It is believed that along with the Queen close family members or extended family members would be invited to participate in this performance. These performances would take place in some special MP theatre which were not usually used by the local public. Many people in the amphitheater usually liked to wear mask. Usually women would visit his FB theatre and hide their identity behind a mask. It is usually believed that Shakespeare's theatre was most successful because of the kind of life as well as education history provided by the plays.

The widespread rise of nationalism that took place because of English winning over the Spanish Armada provided the dramatist a chance to use historical material. And for the next close to two decades from that time of victory over the Armada till the death of Queen Elizabeth stage plays revolved around historical element.

Soon this familiarity with history became a cultural hallmark for all the theatres surviving in London. The dramatists did not hesitate to refine and cultivate the powers of the audience whenever they were offered an opportunity to do so. The ignorant spectators never hesitated in taking an interest in any new information that was provided to them through the theatre. That is how they managed to gather information from the theatrical performances about law history and perspectives of the playwright. The audience in general was used to hearing the word and understanding the performances. They even did not hesitate to appreciate the monologues and debate that the characters carried out on stage. To a great extent or Elizabethan audience was used to the earlier morality plays. But it did not take them long to get used to the new acting pattern where words and performances were equally important. The new poetry sensitized the audience and the great actors fed to their imagination. It is believed that Shakespeare and his contemporaries were very lucky to have an audience which was attentive alert as well as equal to understand and believe in the new format of storytelling. They were definitely eager to know more about the secular variety of storytelling and it filled them with excitement while keeping them all through inclined towards stage

NOTES

performances. The number of people who came to watch the performance was extremely high. It is believed that at times more than 5 or 6 theatres would perform every day for an entire week and sometimes for weeks together. This is remarkable because we are also aware that a large population did not approve of this kind of playhouses and performance theatres. Also, this was an era where women would not be publicly allowed to go and participate in spectator ship.

Usually the theatres would consist of only one door through which the audience could come in after paying the admission fees. Announcements were made to inform the audience about the beginning of the performance. The gathered audience would be busy playing cards smoking, eating, or drinking while they kept waiting for the performance to begin. Pickpocket where extremely frequent.

In fact, disturbances were such a problem that one would experience rioting as well. It is believed that behind Shakespeare's ability to be a great writer was the contribution of his audience. Then She had to cater to a large segment of the audience forced him to diversify talent imagination and creative ability. Elizabethan drama plays a significant role in shaping the taste of the audience while contributing to the growth of drama in general in English. Drama thus occupied a significant role in the lives of the audience and help them shape as listeners and readers.

It would not be wrong to say that theatre enjoyed extreme popularity during the era of Elizabethan rule. There are no official statistics that would confirm the level of popularity though. The closing down of the theatres in the year 1642 after the Puritan revolution, clearly indicates that drama as a form was extremely popular in the period and it did threaten the authorities with its popularity. It probably indicated that there was the chance of drama influencing people resulting in them questioning the existing moral order and hence create a social disturbance.

Check Your Progress

5. State one outcome of the popularity of plays.
6. Where did the companies of actors resided?
7. Why did clothing in plays become controversial?
8. How was ticket price decided for these plays?

8.4 *THE MERCHANT OF VENICE*: SUMMARY

The city of Venice is known for its richness. The city's richness is due to the trade with other countries. The city has many merchants. Antonio was one such merchant. He was very honest and kind. His friend Bassanio is a noble man by birth. He liked to live in a grand manner. So he needed money always. Antonio helped him by lending him whenever he needed.

Bassanio loved Portia, who was known for her beauty, wisdom, and wealth. To impress her, he wanted to visit her at Belmont, with many servants. He asked

Antonio to lend him three thousand ducats. As Antonio did not have money at that moment, he decided to borrow the money from the money-lender Shylock.

Antonio's rich cargoes were yet to arrive. For Bassanio, Antonio offered his ships as a security for the loan from his enemy Shylock. Shylock was unkind, Jew, who lent money for interest, whereas Antonio was kind, Christian, lent money without interest. Shylock showed no mercy towards debtors when they did not pay, send them to the prison. But Antonio showed mercy and kindness. Once Antonio had insulted Shylock by calling him 'dog' and spitting on him.

Shylock decided to use this opportunity to avenge Antonio. He hesitated to give money with security on his ships, which may be wrecked in storm or by pirates. Shylock lent money without interest, on condition that it should be returned in three months' time. Otherwise he should give his pound of flesh.

Antonio signed the contract, without guessing Shylock's cunningness. Bassanio warned Antonio and tried to stop him, as there might be evil purpose. But Antonio signed and got the money.

Bassanio succeeds in his courting of Portia. Bassanio's companion also gets engaged to Portia's maid Nerissa. Antonio's ships were lost in the sea. So he was unable to repay the Jew on the due date. After their marriage, Portia comes to know of this, she sends Bassanio to save Antonio with plenty of her money. After marrying Nerissa, Gratiano too accompanies Bassanio to Venice.

Portia does not stop with that. She consulted her cousin Bellario, a lawyer. She appeared in the disguise of a male lawyer in the court of Duke Venice to defend Antonio. Nerissa too accompanies her as a male clerk.

Having enquired Shylock, Portia understood that Shylock wanted to have Antonio's pound of flesh cut off. He wanted law to be exercised. When he was about to cut his chest, Portia asked him to cut a pound of flesh without shedding his single drop of blood. He withdrew from this and asked for the repayment of money.

Bassanio was ready to offer twice the money, but Portia said, there was no question of repayment of money. As Shylock has plotted to destroy the life of a Christian, the Jew Shylock was confiscated all his wealth, giving his life at the mercy of the Duke.

Shylock agreed to give half of his property to the State and half to Antonio, who retuned his property on condition that his money should be inherited by his daughter Jessica, on his death.

As a token of gratitude, Portia asked for Bassanio's wedding ring which he had promised Portia that he would never part with this ring. Nerissa too asked for the same from Gratianio.

Portia and Nerissa returned to Belmont and waited for the other characters arrive. Both the ladies asked about the ring, on their arrival. Bassanio explained that the lawyer insisted on having the ring. But Portia was not satisfied.

NOTES

When Antonio felt sorry for this, Portia handed over the ring telling that Bassanio should not part with the second ring. Portia explained how she appeared in the disguise of a lawyer. The play ended with happiness. To add more happiness, Antonio received the news that his ships have returned safely.

8.4.1 Major Themes of the Play

Let's now have a look at the major themes of the play *the Merchant of Venice*.

One of the major themes in the play is the conflict between the Christians and the Jews. In many ways, the play reveals the way in which Jews were treated in the social and political society of England of Shakespeare's time. The Jews were expelled in 1290 and it was only in 1656 that they were allowed to return to England. This discrimination against the Jews is clearly visible in the play. The main reason for this discrimination lies in the fact that the Jews were seen as being extremely materialistic and loving money more than anything else in the world. Their image was that of being professional money lenders and charging high interest on the money they lent. This was seen as being very uncharitable and unchristian, for it meant that the Jews used to exploit poverty and helplessness of people.

This anti-Jew feeling was also connected with the absence of any feeling of sympathy or/and mercy in the Jews. They were seen as very greedy and unwilling to let go of even a small amount of money. This aspect of the absence of mercy in the Jew is highlighted in the speech on mercy that Portia delivers in the court in Act IV scene i. when she says that 'the quality of mercy … droppeth as gentle rain from heaven … it is twice blest;/It blessed him that gives and him that takes.'

Antonio and Bassanio, the Christian characters, are presented as having very different attitude to money as compared to Shylock. We find that Antonio lends money without any interest. This angers Shylock since it takes away his business of usury or lending money on interest. Antonio is also seen as being sympathetic and helpful for he signs a bond even endangering his life, for helping out his friend Bassanio. We also see how Bassanio is willing to give double, or even ten times, the money that Antonio owes to Shylock, in order to save Antonio's life.

We find that eventually Shylock receives two forms of punishment for his crime of plotting to kill a citizen of Venice. First is that he must convert to Christianity. The second is that one half of his wealth is to go to Antonio, and the other half to be willed in favour of his daughter Jessica and son-in-law Lorenzo. Jessica has converted to Christianity and Lorenzo is anyway a Christian.

The audience in Shakespeare's time would have seen Shylock's conversion to Christianity as positive, leading to his deliverance after death since in their minds only a Christian could have got deliverance. In later times, and especially in our contemporary world, this forced conversion is not looked at very sympathetically. In fact, the way Shylock is treated in the play is seen as being extremely unjust. He is often insulted by Antonio who openly calls him a 'dog'. The play has a very famous speech in which Shylock says that he too is human and his responses would naturally be like any other human being. Responding to Antonio's insults, he

says that, 'I am a Jew. Hath not a Jew eyes? … If you prick us, do we not bleed? … And if you wrong us, shall we not revenge?'

Most contemporary readings of the play are sympathetic to Shylock and try to explain that he detests Antonio for the insults that he had heaped on Shylock. Moreover, we also find that the Christians in the play are not very generous and forgiving themselves. They expect Shylock to have the quality of mercy but seem to lack it themselves. They don't show much mercy to Shylock and they are ready to forgive him only if he agrees to convert to Christianity. Shylock is not given any option because he is told that he must die if he refuses to convert.

Antonio calls Shylock greedy but he is not willing to give up his share of half of Shylock's wealth to Jessica and Lorenzo. If he was so concerned about justice and the well-being of Jessica and Lorenzo, then he should have given up his share too.

Thus, we find that while the major theme in the play is the conflict between Jews and Christians, Shakespeare has created his characters in such a way that it is difficult to support one at the exclusion of the other.

8.4.2 Major Characters of the Play

In this section, we will discuss the major characters in the play *The Merchant of Venice*.

1. Shylock

Shylock is undoubtedly the most important character in the play. He not only represents the condition of Jews in Elizabethan England but also reveals Shakespeare's mastery in creating complex and multidimensional characters.

Shylock lives in Venice but is not a citizen of Venice because he is not a Christian but a Jew. He is represented as a person who seems to be interested in money and nothing else being as important to him as much as money. In fact, when he finds out that his daughter has eloped with a Christian boy named Lorenzo and Shakespeare Excerpts has taken a large amount of his money with her, he goes around the street crying, 'my ducats' before he says 'my daughter'. He is unhappy with Antonio because Antonio lends money without interest and thus hurts Shylock's business.

We are therefore surprised when we get to know that Shylock was ready to lend money without any interest. It is only sometime later that we find out that Shylock is ready to lend money to Antonio only on the condition that he signs a bond that in case he is not able to pay the money at the stipulated time, Shylock will take a pound of flesh from his chest.

The question that naturally comes to one's mind is that if Shylock can do anything for money then why does he choose receiving a kind of payment that would not bring any more money to him. The answer can only lie in the fact that Shylock hates Antonio so much that he is ready to risk a monetary loss but not let go of an opportunity to harm him. The reason why Shylock hates Antonio so

intensely is also not difficult to understand. It is because Shylock has been repeatedly insulted by Antonio in public as well in private. Antonio even calls Shylock a 'disgusting dog' who has been born from 'an unholy mother's womb'. Any normal human being is bound to get hurt by the way Antonio insults Shylock.

While it is true that many people in Shakespeare's time would have approved of the way in which Antonio treats Shylock, what is also true is that Shakespeare himself gives one of the most impressive speeches to Shylock when he says that Jews are human beings too and so it must be expected that their responses to insult and injury would exactly be like responses of any other human beings. Shylock says in Act II scene ii that:

I am a Jew.

Hath not a Jew eyes?

hath not a Jew hands, organs, dimensions, senses, affections, passions?

fed with the same food, hurt with the same weapons, subject to the same diseases, healed by the same means, warmed and cooled by the same winter and summer, as a Christian is?

If you prick us, do we not bleed?

if you tickle us, do we not laugh?

if you poison us, do we not die?

and if you wrong us, shall we not revenge?

He also goes on to say the Christians are hypocrites, who want the Jews to accept difference, be charitable, but do not do so themselves. This is very clear from the way in which the Christians behave towards the Jews.

If a Jew wrong a Christian, what is his humility? Revenge. If a Christian wrong a Jew, what should his sufferance be by Christian example? Why, revenge. The villany you teach me, I will execute, and it shall go hard but I will better the instruction.

What Shylock means is that there are different yardsticks to judge the Christians and the Jews. If the Christians avenge themselves, it is acceptable but it is not so if a Jew does so.

We also find that Shakespeare gives us certain details which bring out the sensitivity in Shylock's character. The characters in the play create the impression that Shylock is upset about his daughter's elopement because she has taken away a large portion of his wealth. Shakespeare however, draws our attention to a very different point. He tells us how Shylock is upset because his daughter Jessica has taken away a turquoise ring that was given to him by his dead wife and he was very upset that Jessica had sold it for money. Moreover, the play also gives us glimpses of the love he had for Jessica. This shows us that Shylock is capable of feeling softer emotions like love and care and is not as much of a greedy devil as painted to be by Antonio and his friends.

NOTES

We find that Shylock loses the case against Antonio. The punishment he receives for being an 'alien', or an outsider who had plotted to kill a citizen of Venice, is that he must convert to Christianity. The second punishment is that half his wealth is given to Antonio and the other half needs to be willed in favour of Jessica and Lorenzo who would get the money after Shylock's death.

As mentioned earlier, this shows us the hypocrisy and double standards of the Christians in the play. They expect Shylock to show mercy and generosity but don't show it themselves. Shylock is forced to become a Christian under the threat of death. Moreover, even if we agree that he deserves to lose his money for trying to take away Antonio's life, we cannot condone that fact that Antonio keeps half the wealth of Shylock. He asks the Duke to ensure that the other half of the wealth is willed in favour of Jessica and Lorenzo who would receive the money but he does not make any offer of giving his share away.

We thus find that Shylock is a very complex character. He is also the most important central character in the play. While it is true that many of Shakespeare's viewers would have felt the same way towards Shylock as Antonio did, but Shakespeare as a consummate artist gives touches to Shylock's character that turns him into a living, breathing human character.

2. Portia

Portia is the second most important character in the play *The Merchant of Venice.* She is one among the most intelligent heroines of Shakespeare's play. Daughter of a wealthy person, Portia lives in Belmont. She is seen as a devoted daughter who fulfils her father's desire even after his death. Her father had put a test for Portia's suitors and had laid down the condition that Portia must marry the man who chooses the correct box out of the three boxes of gold, silver and lead, that he had left behind. Portia marries Bassanio only after he chooses the correct box, that is, the lead box.

Portia is not only very intelligent and rich but she also has a great amount of vitality and common sense. Her intelligence is established from the beginning of the play itself when she is able to obey her father's will and yet marry Bassanio, the man she has fallen in love with.

Her real strength and sharp intellect becomes evident when she decides to save the life of husband's best friend, Antonio. While Bassanio and his friend Gratiano decide to leave for Venice where the case against Antonio is to be taken to court, Shakespeare Excerpts Portia decides to consult her cousin Bellario at Padua. It is after doing this that she makes her plan to go to Venice.

Portia carries a letter from Bellario that informs the Duke that he himself would not be able to come to Venice and argue the case but he was sending his young assistant Balthasar to argue the case. Portia enters the court dressed like a boy. Nerissa is also dressed as a boy and plays the role of her clerk. So complete is her disguise that no one in the court, including her husband, is able to see through it.

Portia starts arguing the case and tries her best to convince Shylock to show mercy and free Antonio of the bond. She even tries to persuade him to accept much more money than he owed Antonio, and spare his life. It is at this point that Shakespeare gives Portia one of the most well-known speeches on the quality of mercy, where she says how mercy is the quality that makes human beings appear like God.

'Tis mightiest in the mightiest: it becomes The throned monarch better than his crown; … It is enthroned in the hearts of kings, It is an attribute to God himself;

Shylock however, refuses to do so and asks for the implementation of the bond, which was the prevalent law in Venice. It is then that Portia shows her brilliance by implementing the law more strictly than Shylock could have ever imagined. She tells Shylock that he had the legal right to take a pound of flesh from Antonio's chest but he has to make sure to avoid two things. One is that he must not spill even a drop of blood, and the second is that the flesh he takes must be exactly one pound, not even a hair's weight more or less.

Shylock immediately understands that he has lost the case and is willing to take the money that Bassanio has earlier offered to pay him. Bassanio too is ready to pay this money to Shylock but Portia stops him and once again uses the law against Shylock. She says that the law in Venice rules that an 'alien' or an outsider who has plotted to kill a citizen of Venice must hand over all his property to the State and seek the mercy of the Duke for sparing his life. Shylock does so and Portia is thus able to save both Antonio's life as well as Bassanio's money.

We see Portia's sense of humour after the tension of the play is over. She manages to get from Bassanio the ring that she had given to him with the condition that he would never part from it, give it away, or lose it. Bassanio does give away the ring without realizing that he was giving it away to Portia herself. There is very strong element of humour and dramatic irony when at this point she tells Bassanio and Antonio, 'I hope you'll recognize me when we meet again'. Later in the play, the ring becomes a cause of much teasing before it is finally revealed that Balthasar was no one else but Portia herself.

We thus find that Portia is a witty, intelligent, rich and beautiful heroine of the play The Merchant of Venice. It is only proper that she is probably the most popular heroine in the plays of Shakespeare.

3. Antonio

Antonio is the character after whom the play *The Merchant of Venice* is titled. We therefore expect him to play a very vital and active role in the play. We however, find that Antonio is far from an active and energetic character. He is shown to be quite passive and the only occasion when he becomes sharp is when he insults Shylock.

Antonio is shown as a very intimate and close friend of Bassanio and is willing to even put his life at risk to help Bassanio in his wooing of Portia. We find that he had already risked all his wealth in the goods that his ships were expected

to bring to Venice. Despite that, he signs the bond and gets three hundred ducats for Baasaanio. This appears to be quite reckless of Antonio.

Antonio is shown as a young man who is easily given to hopelessness and depression. When he finds himself trapped by the bond he had signed, he does not do much to save himself. He very easily gets depressed and when he feels that there is no way out, he himself asks the court to allow Shylock to take his pound of flesh even though he knows that it would lead to his death.

When Antonio is taken out of the clutches of death by the brilliant Portia, he is given half of Shylock's wealth. He asks the court to give two punishments to Shylock. First is that he must convert to Christianity and the second is that he must will the other half of his wealth to his daughter Jessica and her husband Lorenzo. We expect that Antonio would also give the share of Jessica's father's wealth to Jessica but he does not do so. We then realize that Antonio himself is not so careless about money as he seems to be. In fact, his lending money to people without asking for interest is probably done not so much for the sake of generosity as to spite Shylock. If Antonio would have been really unconcerned about money, he should have given Shylock's money to Jessica rather than keeping it.

We also find that he is the one who finally persuades Bassanio to give away the ring that Portia had given to him. Antonio tells Bassanio:

My Lord Bassanio, let him have the ring:

Let his deservings and my love withal

Be valued against your wife's commandment.

He strikes one as being somewhat selfish in trying to convince Bassanio that he deserved more attention than his wife.

The audience/reader does get really disappointed by the way Shakespeare has created the character of Antonio. He is rather melancholic, self-centred and even cruel in the way he insults and jeers at Shylock. It is only for Bassanio that he has a special kind of love and affection.

4. Bassanio

Bassanio is an impulsive, charming, romantic, young man who is in love with Portia, the rich heiress who lives in Belmont. He wants to impress Portia by buying expensive gifts for her and it is for this that he wants to borrow three hundred ducats from his friend Antonio. All of Antonio's money has been invested in the goods that are being shipped to Venice but he still provides Bassanio with the money by borrowing it from Shylock. Antonio signs a bond in which he promises to give Shylock a pound of flesh if he fails to pay back the money to him at the stipulated time. We find it somewhat difficult to believe that Bassanio takes the money that has been borrowed on such harsh terms by his friend. It is true that he does try to convince Antonio not to do so but perhaps not strongly enough. He, too, is also perhaps as reckless as Antonio is. Or perhaps he may be exploiting or taking too much advantage of his friend's love for him.

NOTES

We however, find that Bassanio is quite intelligent because he is able to select the correct box of lead in Portia's house and marry her. We also find that he is good-hearted and generous because as soon as he hears about the court case against Antonio he starts from Belmont with his friend Gratiano. He also carries a large sum of money with him to offer to Shylock in return of Antonio's life. Bassanio offers Shylock any amount of money in return of Antonio's life. He is even ready to pay with his life and says, 'I will be bound to pay it ten times o'er, On forfeit of my hands, my head, my heart'.

We also find that though he truly loves Portia, when it comes to choosing between her and his friend Antonio, he chooses Antonio. He tells Antonio, 'my wife, and all the world, are not with me esteem'd above thy life.' Even near the end of the scene when he finally refuses to give the ring to Portia dressed like Balthasar, it is Antonio who asks him to give it to the 'doctor of law' who had saved his life. Bassanio listens to Antonio and gives away the ring.

We thus find that Bassanio is a charming young man but he does not have the strength of character and intellect that Portia has.

Check Your Progress

9. How has the city of Venice been depicted in the play *The Merchant of Venice*?
10. Who was the first suitor who came to marry Portia?
11. Name the lawyer who was consulted by Portia.
12. Whose picture was there in the silver casket?

8.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. William Shakespeare was baptized on 26 April 1564. the ceremony took place at Holy Trinity church (Stanford).
2. Anne Hathaway was Shakespeare's wife. She was the daughter of a very rich yeoman who hailed from Shottery.
3. The poem Venus and Adonis was dedicated to Henry Wriothesley, Third Earl of Southampton.
4. 1594 to 1600 was a period of chronicle plays and great comedies written by Shakespeare.
5. The popularity of plays led to the establishment of both public as well as private playhouses.
6. The companies of actors resided in luxurious estates of Lord Oxford or Lord Buckingham.

NOTES

7. It was a society where clothing regulated by law. The idea of putting up a cloth and pretending to belong to a different class, society, or even gender created a lot of controversy.
8. The price was not regulated by who or what one was doing in terms of profession or how one was pleased in terms of social hierarchy. It was mostly based on the sitting arrangement.
9. The city of Venice is known for its richness. The city's richness is due to the trade with other countries. The city has many merchants. Antonio was one such young Christian merchant of Venice. He lends money to his friends with no interest at all. But his money is locked up in the various ships.
10. The first suitor who came with the desire to marry Portia was the Prince from Morocco.
11. Bellario was the lawyer consulted by Portia.
12. The picture of a blinking idiot was placed in the silver casket.

8.6 SUMMARY

- William Shakespeare is one of the greatest playwrights of the English language. It is difficult to chronicle the initial period of his life and experience.
- Scholars rely on the existing records and documents to outline and sketch the life of William Shakespeare.
- It is now generally accepted that William Shakespeare was baptized on 26 April 1564. The ceremony took place at Holy Trinity church (Stanford).
- William Shakespeare was born to John Shakespeare and Mary Arden. Mary Arden was the daughter of Robert Arden, who was a farmer by profession.
- We do not have access to any authentic document which highlights the early years of education that William Shakespeare undertook.
- But scholars agree that William Shakespeare must have attended the
- Grammar School of Stanford where he undertook subjects such as the classics, grammar as well as the literature.
- The plays written by William Shakespeare highlights his knowledge of Latin language. As we all know some of the classical writers like Ovid, Terence,
- Plautus et al influenced his writings - both poetry and plays.
- When he was 19 he married Anne Hathaway, who was 26 then. Anne Hathaway was the daughter of a very rich yeoman who hailed from Shottery.
- The couple had three children- Susannah, Judith and Hamnet, the last two were twins.

NOTES

- There are a number of stories concerning the "lost years" of William Shakespeare.
- But needless, it is believed that a few years after his marriage around 1587 he left his native place and moved to London to explore better avenues.
- This was a period when drama was gaining extreme popularity in London city due to the influence of the University Wits.
- Shakespeare discovered his interest in the stage. He started his stage career as an actor and then he turned his attention towards play writing.
- A pamphlet written by Graham Greene, in the same year, had an oblique reference to him in an inappropriate manner suggesting his elevation to a significant status.
- Shakespeare was buried at Holy Trinity Church at Stratford.
- Seven years after Shakespeare's death, in the year 1623, two actors from the King's Company, John Heminge and Henry Condell, published the plays of Shakespeare. This was the First Folio. It contains 36 plays and it was sold for 1 pound.
- If we leave aside few miscellaneous and ambiguous texts, then Shakespeare can be credited with two narrative poems. We have Venus and Adonis and Lucrece.
- In the modern times, it is accepted that Shakespeare wrote around 37 plays.
- The Elizabethan theatre audiences attracted people from all classes- the upper-class nobility and the lower-class commoners.
- The Elizabethan general public (the Commoners) referred to as groundlings would pay 1 penny to stand in the 'Pit' of the Globe Theater.
- The audience for which Shakespeare wrote his plays during the Elizabethan era was of an interesting mix. They were usually identified as both vulgar and refined.
- The vulgar comprised of "uncultured people" like those who belonged to the category of soldiers, thieves, sailors, robbers, petty criminals, men and women involved in "immoral" activities.
- On the other hand, refined audience referred to educated men and women, people holding respectable business and those in charge of public offices.
- During the Elizabethan era, theatre functioned as medium of public amusement.
- The first theater of London was created when Shakespeare was around twelve years old boy. As scholars would agree, the theatrical world of
- Elizabethan period actually bloomed during Shakespeare's lifetime.
- It will be of interest to know that the companies of actors resided in luxurious estates of Lord Oxford or Lord Buckingham etc.

- This was the time when most of the strolling troupes moved around the country performing anything that would create interest. Mostly these groups consisted of three or maximum four male members.
- Under the Elizabethan England the players were not allowed to perform on political and religious subjects.
- There are documents suggesting that influential people from the country complained about the growing number of actors and stage shows that were being performed.
- Because of the immense popularity of the theatre, search restrictions only led to the growth of movie theatre companies and a healthy rivalry immersed between all the companies and actors.
- Usually if a drama became popular, manager from the rival company would send his clerk who in turn will copy the lines in shorthand.
- The Elizabethan theatre usually comprised of a large wooden platform which was used as a stage. It is believed that this platform was not permanent and could be moved from one place to another.
- It is believed that costumes in particular created some controversy. It was a society where clothing regulated by law.
- The dramas were not very expensive during the Elizabethan period and hence audience from various class could participate in viewing it.
- The price was not regulated by who or what one was doing in terms of profession or how one was pleased in terms of social hierarchy. It was mostly based on the sitting arrangement.
- The populace in Elizabeth's grade (e.g. gentry, knights, elected representatives) mostly likely paid the three-penny (or more) admission to get the best seat in the house, which meant the most comfort and finest location in the galleries.
- The widespread rise of nationalism that took place because of English winning over the Spanish Armada provided the dramatist a chance to use historical material.
- And for the next close to two decades from that time of victory over Armada till the death of Queen Elizabeth stage plays revolved around historical element.
- It would not be wrong to say that theatre enjoyed and extreme popularity during the era of Elizabethan rule.
- Shylock is undoubtedly the most important character in the play. He not only represents the condition of Jews in Elizabethan England but also reveals Shakespeare's mastery in creating complex and multidimensional characters.
- The question that naturally comes to one's mind is that if Shylock can do anything for money then why does he choose receiving a kind of payment that would not bring any more money to him.

NOTES

- Portia is the second most important character in the play The Merchant of Venice. She is one among the most intelligent heroines of Shakespeare's play.
- Antonio is the character after whom the play *The Merchant of Venice* is titled. We therefore expect him to play a very vital and active role in the play.
- The city of Venice is known for its richness. The city's richness is due to the trade with other countries. The city has many merchants. Antonio was one such merchant.
- Bassanio loved Portia, who was known for her beauty, wisdom, and wealth. To impress her, he wanted to visit her at Belmont, with many servants. He asked Antonio to lend him three thousand ducats.
- Shylock was unkind, Jew, who lent money for interest, whereas Antonio was kind, Christian, lent money without interest.
- Shylock lent money without interest, on condition that it should be returned in three months' time. Otherwise he should give his pound of flesh.
- Bassanio succeeds in his courting of Portia. Bassanio's companion also gets engaged to Portia's maid Nerissa.
- Having enquired Shylock, Portia understood that Shylock wanted to have Antonio's pound of flesh cut off. He wanted law to be exercised. When he was about to cut his chest, Portia asked him to cut a pound of flesh without shedding his single drop of blood. He withdrew from this and asked for the repayment of money.
- As a token of gratitude, Portia asked for Bassanio's wedding ring which he had promised Portia that he would never part with this ring. Nerissa too asked for the same from Gratianio.
- Portia and Nerissa returned to Belmont and waited for the other characters arrive. Both the ladies asked about the ring, on their arrival. Bassanio explained that the lawyer insisted on having the ring. But Portia was not satisfied.
- When Antonio felt sorry for this, Portia handed over the ring telling that Bassanio should not part with the second ring. Portia explained how she appeared in the disguise of a lawyer. The play ended with happiness. To add more happiness, Antonio received the news that his ships have returned safely.

8.7 KEY WORDS

- **Disguise:** It refers to the act of concealing one's identity to cover up the truth or actual character of the person.
- **Romance play:** It is a play representing or describing a love affair.

- **Merchant:** This term refers to a person who buys or sells goods in large quantities, especially one who imports and exports them.
- **Duke:** This refers to a man of a high rank or esteem in a country.
- **Latin:** It is the language of ancient Rome and its empire, widely used historically as a language of scholarship and administration.
- **Curriculum:** It refers to the subjects comprising a course of study in a school or college.
- **Playwright:** It refers to a person who writes plays.
- **Puritan:** It refers to a member of a group of English Protestants of the late 16th and 17th centuries who regarded the Reformation of the Church under Elizabeth I as incomplete and sought to simplify and regulate forms of worship.
- **Friar:** It refers to a member of any of certain religious orders of men, especially the four mendicant orders (Augustinians, Carmelites, Dominicans, and Franciscans).
- **Amphitheatre:** It is (especially in Greek and Roman architecture) an open circular or oval building with a central space surrounded by tiers of seats for spectators, for the presentation of dramatic or sporting events.

8.8 SELF-ASSESSMENT QUESTIONS AND EXERCIES

Short-Answer Questions

1. How did Shakespeare's childhood impact his writings? What was his source of inspiration?
2. List major works of Shakespeare.
3. Write a short-note on the features of Elizabethan theatre.
4. How were historical and political elements incorporated in the play? What were their significance?
5. What led to the close of theatre? What threatened its popularity during the Elizabethan era?
6. Write a note on Antonio's friendship with Bassanio.
7. Narrate the incidents leading to Shylock demanding a pound of flesh from Antonio.
8. Briefly mention the significant role of Portia in the play.

Long-Answer Questions

1. Give a detailed explanation of the four stages of Shakespeare's works.
2. What do critics have to say about Shakespeare's works and their relevance in the society through decades?

NOTES

3. Describe the characteristics of Elizabethan era in detail. Use examples to substantiate your answer.
4. Discuss the characteristics of Elizabethan audience. What was the class division in the audience and how did it affect the price they payed and where they sat during the play?
5. Comment on the title of the play *The Merchant of Venice*.
6. Discuss *The Merchant of Venice* as a romantic comedy.
7. 'Antonio is the real merchant of Venice'. Elucidate.
8. Describe the role of ring in *The Merchant of Venice*.

8.9 FURTHER READINGS

Shakespeare, William. 2000. *Romeo and Juliet* 1597. Oxford: Oxford University Press.

Bamber, Linda. 1982. *Comic Women, Tragic Men: A Study of Gender and Genre in Shakespeare*. Stanford: Stanford, UP.

Parker, Patricia and Geoffrey Hartmann. 1985. *Shakespeare and the Question of Theory*. London: Routledge.

Dusinberre, Juliet. 1975. *Shakespeare and the Nature of Women*. London: Macmillan.

Wells, Stanley W. 2003. *Shakespeare: For All Time*. UK: Oxford University Press.

Traub, Valerie. 2016. *The Oxford Handbook of Shakespeare and Embodiment: Gender, Sexuality, and Race*. UK: Oxford University Press

DK. 2015. *The Shakespeare Book: Big Ideas Simply Explained*. UK: Dorling Kindersley Ltd.

Bloom, Harold. 2009. *Shakespeare's Tragedies*. US: Infobase Publishing.

UNIT 9 *ROMEO AND JULIET:* SHAKESPEARE

NOTES

Structure

9.0 INTRODUCTION

A play penned by Shakespeare himself, or a play written in the style of Shakespeare by a different author is known as a Shakespearean tragedy. Shakespearean tragedy has got its own specific features, which distinguish it from other kinds of tragedies.

It must be kept in mind that Shakespeare is mostly influenced by Aristotle's theory of tragedy in his works. The elements of a Shakespearean tragedy are discussed in detail in this Unit. The word tragedy was derived from the Greek word tragoidia, which means 'the song of the goat.' It is called 'the song of the goat' because in ancient Greece the theatre performers used to wear goatskin costumes to represent satyrs. A Shakespearean tragedy is a specific type of tragedy (a written work with a sad ending where the hero either dies or ends up mentally, emotionally, or spiritually devastated beyond recovery) that also includes all of the additional elements which distinguishes it from usual tragedies.

In this unit, you will also get to study about the play *Romeo and Juliet*. Romeo is a great tragic figure. He is affected by bad luck. He is forced to make wrong choice. As a tragic lover, he meets his doom. His fate is against him. Juliet lives for love and dies for love. Her passion possesses her soul. She is known for her simplicity, innocence, and infidelity.

9.1 OBJECTIVES

After going through this unit, you will be able to:

- Describe tragedies
- Discuss the features of Shakespearean tragedy

- Define a tragic hero
- Summarize the play *Romeo and Juliet*
- Describe the theme of Shakespeare's *Romeo and Juliet*

NOTES

9.2 SHAKESPEAREAN TRAGEDY AND ITS FEATURES

Aristotle defines tragedy as, "the imitation of an action that is serious and also, as having magnitude, complete in itself; in language with pleasurable accessories, each kind brought in separately; in the parts of the work; in a narrative form; with incidents arousing pity and fear, wherewith to accomplish its catharsis of such emotion." Scholars insists that this definition had influenced the neo classical dramatists of Europe to a great extent. Shakespearean tragedies are usually divided into four different segments: early tragedies, historical tragedies, major tragedies and Roman tragedies.

The early tragedies would comprise of *Titus Andronicus* and *Romeo and Juliet*. After the publication of Seneca's Ten Tragedies in the year 1581, it greatly influenced playwrights of the Elizabethan period. Critics argue that if there were no Seneca the Elizabethan tragedies would have never have shaped up. The theme of blood and revenge, supernaturalism and madness became so popular that almost every other dramatist tried incorporating these themes into their writings. Titus Andronicus one of the earliest tragedies written by Shakespeare looks almost like a replica of a work composed by Seneca. Titus was the Roman general who lost most of his children in the battle that he fought against the goths. He decides to avenge everything that has gone wrong with him. Even though in the first glance Titus looks like someone inspired by Seneca because of the celebration of blood and death yet at the same time there is no denial that Titus is one of those earlier characters of Shakespeare who distinctly displays an element of intense tragedy that is reflected in the later tragedies of Shakespeare. If we consider *Romeo and Juliet*, there is a very little strain of Seneca. In fact, one of the most distinguishable features of Romeo and Juliet is that they do not possess any tragic flaw. They are the victims of the faith they are not victims of their own doing. The famous author Chaucer in his Monk's tale suggest that a tragedy is a story where we talk about someone of great instrument and he has fallen into misery and wretchedness.

Analysed from this perspective Richard definitely fits into the bill of a tragic king. He was somebody from an extremely influential position and later he was imprisoned and killed. He is one of those heroes from the major tragedies who are responsible for their own downfall. Richard is someone who is made to handle hostile circumstances. He is someone who is tragic flaw revolved around him being sentimental. Yet at the same time there is no tragic conflict.

If we consider *Richard III*, we realise that Shakespeare was definitely under the influence of his contemporaries and predecessors like Marlowe and Machiavelli.

This is probably the only text which has been off and on compared with *Macbeth*. But of course, Macbeth stands in a more superior position because he is a poet and he is caught by his ambition which is regulated by morality. Even when he is ready to occupy the throne after causing such unrest and feeling glad we cannot but admire him through the conflicting imagination that he was struggling with. Richard, on the other hand, is not a tragic hero like that of Macbeth. But at the same time, in the battle of Bosworth, his sufferings come out clearly through the tricks of conference that we come across. We see how the ghosts of the victims come to curse him. Interestingly, Richard is an antagonist who shows the distinct side of humanity.

Shakespearean tragedies albeit are not regulated by rules. In fact, Shakespeare has never won any inclination towards adherence of rules. His tragedies identify the evolution of a new form of tragedy. The tragedies produced by the Greeks were highly rhetorical as well as political. While for Shakespeare tragedy is mostly a mental conflict. It is more layered more complicated and along with the divine intervention it also talks about the human aspect. Greek tragedy also had a strong streak of religious undertone to it. But Shakespearean tragedies are more flesh and blood and secular. In *Romeo and Juliet* as well as in *Antony and Cleopatra* we find both the male and female protagonist are of equal significance. The protagonists in *Antony and Cleopatra* are equally more active and on the other hand the hero and heroine of *Romeo and Juliet* are equally powerless. Even if we consider *Macbeth* we realise that the heroine who has surfaced as a powerful figure who has managed to suppress her womanhood is finally pushed into insanity and eventually death. It more often than not highlights the plight of the main character and the woman protagonist is invariably side-lined.

We cannot deny that in certain aspects, Shakespeare’s tragedies resemble Greek tragedies. Aristotle in his Poetics talks about certain characteristics that a good tragic hero should possess. According to him, hero should be of greater magnitude than an ordinary man, but he should not be a man of complete virtues; yet he must possess elements of greatness. The hero must be someone of higher stature and his fate would somewhere impact the welfare of the entire nation. It is essential that the hero must enjoy a reputation and prosperity of such greatness that when fortune strikes him the world around him definitely gets affected. A situation like this will be responsible for evoking our pity and sympathy for this person. Even though at the broader level he has to resemble an ordinary man yet he is noble attitude and patient should make him larger than life only then would the audience idealize him.

If we consider Shakespeare’s heroes from this light, we realise that most of his tragic heroes are of noble stature. After all Romeo is an aristocrat, Antony is an

emperor, Coriolanus is a general, Brutus is a man of high position, Richard II is the king, Titus is a general etc. The heroes of Shakespearean tragedies are of such significance that they hold special place in the public domain. Macbeth is initially or general and Elevators himself to the position of the king. Hamlet is a prince who has been deprived of his Throne. King Lear is a king was wrong decision collapses the functioning of the kingdom. They are all great people who suffer from fatal flaws.

All the heroes of the major tragedies are people who have lost any hope in life or are in the brink of leaving this world existence. Macbeth is someone who degenerated himself over the years, King Lear is someone who is extremely elderly, and Ortho has seen decline in his existence. Even though Hamlet is still in his 20s he is someone who is completely sick of life. It is this profound melancholy as well as bloom that surrounds these four heroes which makes them the best tragic example. The inherent weakness that is ingrained in every Shakespearean tragic

Hero makes them even a great character while making them appear as quintessential human.

In Shakespeare, the protagonists are responsible for their own downfall. They participate in their own doom. Each of the tragedies is actually a sequence of errors which finally culminates into something extremely tragic. The Shakespearean tragic hero is without fail responsible for his own actions, but fate plays a major role, even though insignificant. That is why we can really say that Oedipus is different than Hamlet, Macbeth or Othello and Lear because his life was regulated by fate.

Of course, there are critics who believe that Oedipus who was consumed by pride and that was his fatal flaw. Being someone who was part of the renaissance,

Shakespeare undoubtedly believed that a man is a free agent and he has the right to make independent choices. But possessing the mind which is of utmost power and significance that at times he becomes blind to certain things which are crystal clear to the readers or audience. Othello falls into the trap played by Iago because he is unable to judge the situation properly. Lear's problem was also a problem of judgement. He was unable to identify the sincere Cordelia from the scheming and plotting daughters that he trusted. Shakespeare's idea of tragedy has evolved over the years and is not confined just to his characters. The actions revolve around the powers of mankind which are more often than not difficult to be dealt with and they fall prey to it.

Shakespeare was someone who knew how to keep the balance between destiny and free will. Shakespeare weighs faith and responsibility in equal measure and realises that both are equally important aspects of creating a great tragedy maintaining a certain balance between them and projecting faith and responsibility as complementary to one another. Of course, there are other critics who believed that most of Shakespearean plays are based on chance and accident and less on fate. For example, if we consider Othello, we come across numerous instances

NOTES

that is invented by Iago to trap him and he willingly falls into it. Many critics believe that 'villains' in Shakespeare's plots do not hold much significance because the heroes eventually become victims of their own flaws and meet their end. After all

Edmund and Iago (King Lear and Othello) only attack the beauty and good and rest is being because of misjudgement.

A Shakespearean hero is always torn between conflict. This conflict is both internal as well as external. Like George Bernard Shaw says- no conflict no drama we witness something similar shaping up in Shakespeare. The soul of the tragic hero is constantly struggling with its own self. If we take Macbeth, we see that the external conflict is between Macbeth himself and while the internal conflict is in his conscience. In a similar fashion, the conflict that takes place in Hamlet in the external space is with his relation to his uncle - Polonius, and also with Laertes. At the same time, the inner conflict takes place inside his own mind where is trying to handle desire for revenge, passion, ambition everything at the same time. In Julius Caesar, Brutus is subjected to conflict between his democratic ideals as well as his personal loyalty that he owes to his friend. Taking a look at Antony and Cleopatra, we will see that Antony is torn apart between Egypt and Rome which symbolises love and duty.

The tragic heroes of Shakespeare are invariably solitary and lonely figures. They are usually devoid of friends; their near and dear ones cannot help them. No one usually has access to the conflict that goes on inside their minds. They suffer without being able to express and die, but at the same time. Despite their deaths, one never feels dejected or rejected in life because with that comes a bold affirmation that all the positive values will be restored again. In Shakespearean tragedy, the hero is not the only person who always dies. There are other people who die along with him. Romeo and Juliet, they both die. Othello and Desdemona leave this world. Hamlet and Ophelia, Brutus and Portia, Antony and Cleopatra, they all die. Death is inevitable in a Shakespearean tragedy. But the moral order is also being stored in a Shakespearean tragedy. The antagonist pay the penalty. Edmund, Goneril, Regan perish away, Iago dies. Cordelia's death is Lear's punishment. In Shakespearean tragedy the evil triumph's over the good for a short duration. In the end one can see the restoration of the moral order. That is why Shakespearean tragedy is never pessimistic.

Check Your Progress

1. Define tragedy.
2. Name any two early tragedies of Shakespeare.
3. How does Chaucer define tragedy?
4. State one feature of a Shakespearean tragedy.

9.3 *ROMEO AND JULIET:* SUMMARY

NOTES

The play *Romeo and Juliet* is probably the most popular romantic tragedy by Shakespeare. Its structure is very much like Shakespeare's other plays. It is divided into five acts. Each Act is further divided into scenes. It is a play in which Shakespeare uses both poetry and prose to express the actions and emotions as they occur in the play.

An interesting point about the play has already been noted in the earlier section. This is regarding the closing of theatres in London due to the spread of plague in 1593 and its reopening in 1594. The play Romeo and Juliet was the first play by Shakespeare to be performed in London after the reopening of theatres. In fact, Shakespeare brings the plague into the play Romeo and Juliet as well when we find that the message sent by Friar Laurence does not reach Romeo in time due to the outbreak of plague.

The play *Romeo and Juliet* is located in Verona, a city in northern Italy. The story revolves around the enmity existing between two prominent families of Verona, the Montague family and the Capulet family. Romeo is the son of the Montague family and Juliet is the daughter of the Capulet family. The two fall in love but are sure that they would never be able to convince their families to accept their love. They are helped by Friar Laurence, who is a senior priest in the church. His help, however, cannot avoid the tragic deaths of both Romeo and Juliet due to Shakespeare Excerpts misunderstanding and miscommunication.

Juliet's family wants her to marry the nobleman named Paris, a relative of the ruler of Verona but Friar Laurence secretly carries out the marriage ceremony of Romeo and Juliet. Romeo unfortunately kills Juliet's cousin Tybalt who had killed Romeo's close friend, Mercutio. Romeo is banished from Verona and goes into hiding to escape the punishment for murdering Tybalt. Juliet's family does not know of her secret marriage and plan to get her married to Paris. Juliet is scared to reveal her marriage to Romeo and asks for help from Friar Laurence.

Friar Laurence makes a plan to bring Juliet and Romeo together. He gives a kind of medicine to Juliet that makes her appear to be dead. Friar Laurence brings Juliet's apparently dead body to the church and sends a message to Romeo to come to him. As mentioned earlier, the message gets delayed in reaching Romeo due to the plague. He however, comes to the church and seeing Juliet's body, he believes that she is dead. He is in agony and drinks poison and kills himself. When Juliet gets up from her fake 'death', she finds Romeo dead and so she stabs herself to death. The two lovers thus kill themselves. It is after this that Friar Laurence convinces both the Montague as well as the Capulet families to forget their rivalry and become friendly with each other.

The play *Romeo and Juliet* is seen to be a love tragedy. The tragic impact is increased by the fact that it involves the love of two very young and earnest

NOTES

persons. Their love is intense and pure and so the loss and death of this love due to a series of misunderstandings and unfortunate events produces the emotion of sadness. This is especially true because even after the play ends we cannot get rid of the feeling that the unfortunate events leading to the deaths of Romeo and Juliet could have been avoided.

9.3.1 Major Characters of the Play

1. Romeo

Romeo is undoubtedly one of the most famous romantic characters in English literature who is recognized world-over. Romeo and the play Romeo and Juliet is popular in India to the extent that even today the word Romeo is used to describe young men who are ready to go to any extent in order to express their love. It is synonymous to lovers who are willing to go against tradition and family to be with their beloved. Romeo too appears to be an unstoppable young man who has fallen deeply in love with Juliet. His love challenges a long, well-set tradition of his family. Romeo is the son of the Montague family that has an old, intense enmity with the Capulet family to which Juliet belongs.

When we meet Romeo in the initial part of the play, he is shown to be in love with a young lady named Rosaline. He is deeply unhappy about receiving no response to his love from Rosaline. This love for Rosaline however, seems to evaporate exactly at the moment when he as much as catches a glimpse of Juliet. The fact that Romeo forgets Rosaline almost in what seems like the blink of the eye, creates an impression of him being shallow in love. However, his love for Juliet is so intense that he prefers to kill himself rather than live without her and his further actions in the play bear testimony to this fact.

Even if we look only at the 'Balcony Scene' we find that Romeo is a person who is ruled by his heart. He jumps the wall of the garden of the Capulet family in the hope of somehow catching a glimpse of Juliet. He does not even consider for a moment the danger he is putting himself in by doing so. Romeo could have lost his life if he had been caught. His decision of going to see Juliet shows that he is a person of intense emotions and hardly cares about anything else. Shakespeare also seems to highlight the intensity of emotions that the young feel. The suggestion implied here is that the intensity of emotions of people in their youth can make them reckless and act in haste without thinking of the consequences.

Love makes a poet out of Romeo too. The scene has many poetical lines. In the first line itself Romeo uses the image of a wound to express that the pain of separation felt in love can be experienced only by a person who is in that situation. He says that, 'He jests at scars that never felt a wound'. He uses the image of the moon and the stars to describe Juliet's beauty. He describes her appearance at the balcony to the rising of the sun and says:

But soft! What light through yonder window breaks?

It is the east, and Juliet is the sun.

But we discover the reckless aspect of Romeo's character through the way he kills Juliet's cousin Tybalt to avenge the death of his friend Mercutio. Yet, it also shows his love for his friend. Romeo also kills himself when he thinks that Juliet is dead. If he had waited to listen to Friar Laurence, then he would have been reunited with Juliet. Yet, this act too shows the intensity of his love for Juliet.

Romeo is thus characterized as a young man whose love for Juliet is so intense that he can think of nothing else but being united with her.

2. Juliet

Juliet is the daughter of the Capulet family which had nursed a very long-standing enmity against the Montague family to which Romeo belongs. The term Juliet is used even today to describe young and beautiful girls who appear to be vulnerable but are still ready to go to any extent to fulfil their love.

When we first meet Juliet in the play, she behaves like an obedient daughter and does not disobey her mother when she chooses the nobleman Paris to be her husband. But soon enough we find that she becomes a very different person after she falls in love with Romeo.

It is difficult to believe in today's time that Juliet is a very young girl in the play. She is still not fourteen-years-old. While a thirteen-year-old girl is considered as a child today, this was the usual marriageable age for girls in Shakespeare's England. In fact, Juliet's nurse says in the play that Juliet should have got married even earlier.

We find that Juliet is a lively and vivacious girl who does not much care about the opinion of her family members in the matters of heart. She has no hesitation in accepting her love for Romeo even before Romeo expresses his love for her. In fact, it is only after she expresses her love for Romeo and even mentions her marriage to him that Romeo gets the courage to speak of his love to her. The first lines that Juliet says in the scene are,

O Romeo, Romeo! wherefore art though Romeo?

Deny thy father and refuse thy name;

Or if thou wilt not, be but sworn my love,

And I'll no longer be Capulet.

The lines show that Juliet is aware of the fact that her family and that of Romeo are enemies and yet she says that she is ready to get married to Romeo. While it is true that Juliet thinks that she is alone when she says the above lines, they also show how her mind works. Once she experiences her love for Romeo she is willing to go to any extent for it.

NOTES

Juliet is actually very different from a traditional, shy woman of Elizabethan England which expected the man to make the first proposal in love. Juliet is aware of this because she does tell Romeo that he must be wondering about her profession of love for him. She also says that he would have seen a 'maiden blush' on her face if the dark 'mask of night' had not hidden her face. She however, very quickly brushes aside this traditional role of a shy maiden and tells Romeo that if he loves her he must 'pronounce it faithfully'. In that sense, Juliet reverses the conventional role of the man who is expected to first express his love. Here we find that Juliet takes the initiative in suggesting their marriage too when she tells Romeo that:

If that thy bent of love be honourable,
Thy purpose marriage, send me word tomorrow,
By one that I'll procure to come to thee,
Where and what time thou wilt perform the rite.

Juliet is the person who seeks help from Friar Laurence and hatches the plan of faking her death in order to meet Romeo. Unfortunately, Romeo thinks that Juliet is really dead and kills himself. When Juliet comes back to her sense from her fake death, she too kills herself. She prefers to give up her life rather than live without Romeo.

9.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Aristotle defines tragedy as, "the imitation of an action that is serious and also, as having magnitude, complete in itself; in language with pleasurable accessories, each kind brought in separately; in the parts of the work; in a narrative form; with incidents arousing pity and fear, wherewith to accomplish its catharsis of such emotion."
2. The early tragedies comprise of *Titus Andronicus* and *Romeo and Juliet*.
3. Chaucer in his monk's tale suggest that a tragedy is a story where we talk about someone of great instrument and he has fallen into misery and wretchedness.
4. In Shakespearean tragedy, the protagonists are responsible for their own downfall.

9.5 SUMMARY

- Shakespearean tragedies are usually divided into four different segments: early tragedies, historical tragedies, major tragedies and Roman tragedies.

- The early tragedies would comprise of *Titus Andronicus* and *Romeo and Juliet*. After the publication of Seneca's Ten Tragedies in the year 1581, it greatly influenced playwrights of the Elizabethan period.
- If we consider *Romeo and Juliet*, there is a very little strain of Seneca. In fact, one of the most distinguishable features of Romeo and Juliet is that they do not possess any tragic flaw.
- If we consider *Richard III*, we realise that Shakespeare was definitely under the influence of his contemporaries and predecessors like Marlowe and Machiavelli.
- This is probably the only text which has been off and on compared with *Macbeth*.
- Shakespearean tragedies albeit are not regulated by rules. In fact, Shakespeare has never won any inclination towards adherence of rules.
- We cannot deny that in certain aspects, Shakespeare's tragedies resemble Greek tragedies. Aristotle in his Poetics talks about certain characteristics that a good tragic hero should possess.
- If we consider Shakespeare's heroes from this light, we realise that most of his tragic heroes are of noble stature. After all Romeo is an aristocrat, Antony is an emperor, Coriolanus is a general, Brutus is a man of high position, Richard II is the king, Titus is a general etc.
- All the heroes of the major tragedies are people who have lost any hope in life or are in the brink of leaving this world existence.
- In Shakespeare, the protagonists are responsible for their own downfall. They participate in their own doom. Each of the tragedies is actually a sequence of errors which finally culminates into something extremely tragic.
- A Shakespearean hero is always torn between conflict. This conflict is both internal as well as external. Like George Bernard Shaw says- no conflict no drama we witness something similar shaping up in Shakespeare.
- The tragic heroes of Shakespeare are invariably solitary and lonely figures. They are usually devoid of friends; their near and dear ones cannot help them. No one usually has access to the conflict that goes on inside their minds.
- The play *Romeo and Juliet* is probably the most popular romantic tragedy by Shakespeare. Its structure is very much like Shakespeare's other plays. It is divided into five acts. Each Act is further divided into scenes.
- The play *Romeo and Juliet* is located in Verona, a city in northern Italy. The story revolves around the enmity existing between two prominent families of Verona, the Montague family and the Capulet family.
- Juliet's family wants her to marry the nobleman named Paris, a relative of the ruler of Verona but Friar Laurence secretly carries out the marriage ceremony of Romeo and Juliet.

NOTES

- Friar Laurence makes a plan to bring Juliet and Romeo together. He gives a kind of medicine to Juliet that makes her appear to be dead.
- The play *Romeo and Juliet* is seen to be a love tragedy. The tragic impact is increased by the fact that it involves the love of two very young and earnest persons. Their love is intense and pure and so the loss and death of this love due to a series of misunderstandings and unfortunate events produces the emotion of sadness.

9.6 KEY WORDS

- **Pessimistic:** Someone tending to see the worst aspect of things or believe that the worst will happen.
- **Restoration:** It was the event in 1660 when Charles the Second became King of England, Scotland, and Ireland after a period when there had been no King or Queen.
- **Melancholy:** It is sadness that lasts for a long period of time, often without any obvious reason.
- **Tragedy:** It is a form of drama based on human suffering that invokes an accompanying catharsis or pleasure in audiences.

9.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Discuss the characteristics of a tragic hero.
2. What is a tragedy? What were Aristotle's thoughts on the same?
3. How do the characters in Shakespearean tragedies justify their roles? Discuss.

Long-Answer Questions

1. Discuss the features of a Shakespearean tragedy in detail. How is it different from other tragedies? Give examples for your answer.
2. Draw a comparative study between various tragedies by Shakespeare.
3. Summarize the play *Romeo and Juliet*.

9.8 FURTHER READINGS

Wells, Stanley W. 2003. *Shakespeare: For All Time*. UK: Oxford University Press.

Traub, Valerie. 2016. *The Oxford Handbook of Shakespeare and Embodiment: Gender, Sexuality, and Race*. UK: Oxford University *Press*

DK. 2015. *The Shakespeare Book: Big Ideas Simply Explained*. UK: Dorling Kindersley Ltd.

Bloom, Harold. 2009. *Shakespeare's Tragedies*. US: Infobase Publishing.

NOTES

UNIT 10 *THE WINTER'S TALE:* SHAKESPEARE

NOTES

Structure

10.0 INTRODUCTION

The Winter's Tale deals with King Leontes' jealousy and its destructive effects. Leontes had some unbased sudden and unfounded jealousy that his wife is disloyal to him. His jealousy is often compared to that of Othello. Both Othello and King Leontes unfairly suspect their wives' infidelity and their destructive consequences affect families and upset the political balance. In this unit, you will study about the significant features of Shakespeare's romances, theatre and audience and the cinematic representation of his plays. In addition, you will also get to study about the play *The Winter's Tale*.

10.1 OBJECTIVES

After going through this unit, you will be able to:

- List the features of Shakespeare's romances
- Discuss the theatre and audience prevalent during Shakespeare's times
- Summarize the play *The Winter's Tale*
- Analyse the structure of the play
- Examine the character of Autolycus

10.2 CHARACTERISTIC FEATURES OF SHAKESPEARE'S ROMANCES

When his career as a prolific playwright and the most considered one during his life had well-matured, Shakespeare took a plunge into exploring and inventing new genres of plays. An innovator throughout his career, he sought after comedies which were rather complex, life-like, full of vicissitudes, but they ended happily.

This category of play was later named by critics as tragicomedy or romance plays. They had a dark theme which starkly differentiated them from other comedies. It was during the nineteenth-century that these dramas were classified as 'tragicomedy', chiefly by Edward Dowden's critical study of Shakespeare's dramas where he used the term 'romances' for the first time. They were named, thus, because of complexity of their plot. They were the latter dramas of Shakespeare, roughly, written in the later phase of his life, albeit exact dates could not be assigned to his plays, for little is officially known about our master playwright.

These comedies were scripted after the origin of tragic dramas like *Othello, King Lear* and *Macbeth*. His tragedies were regarded with high and incomparable genius that he possessed but at the end of his life and dramatic career, he tended to draft comedies which nonetheless were the most admirable truth and strength of life. Ben Jonson and Inigo Jones' (1573–1652) courtly *Masques* also left their imprint on these of Shakespeare's plays. The dramas which are segregated as tragicomedy or romance plays were *Pericles, Prince of Tyre* (1603–08), *Cymbeline* (1608–10), *The Winter's Tale* (1609–1611), *The Tempest* (1603–1611) and *The Two Noble Kinsmen* (1612–1614). The last comedy is written in collaboration with John Fetcher. In Shakespeare's *First Folio* edition (1623), *Pericles* did not find its place. *The Tempest* was published alone with *The Winter's Tale* and *Cymbeline* which were categorized then as comedies.

Definition

The reason why Dowden named them *romances* was that they resembled 'those later medieval and early modern "romances", a genre in which stories took place across expanses of space and time'. None of Shakespeare's these romances claim either the same order of events or plot or style. A romance is a story which captures a heart that encounters situations that are often humorous or breaking: they are overcoming, amusing, lovely, muddled and opposite in nature also. It is like an adventure: akin to surprise carrying tragic elements, yet ending merrily. They are often regarded as his best produce for they were ripe in thought and content and nigh to life.

Distinguished Features

These last dramas of Shakespeare carried a discernible structure where parted or lost family members bonded again. Either they were rescued from some evil or reinstated and redeemed; hence, ushering a happy ending. Magic, sorcery, supernatural, fancy, eerie characters, monsters, and so on, worked as *dues ex machina* to the plot. Treachery of Antonio against Prospero's family in *The Tempest*, King Leontes' mistrust and estrangement of his wife Hermione in *The Winter's Tale*, Posthumus' exile ordered by King Cymbeline, Pericles' flight to strange lands to avoid death ordered by brutal King Antiochus, and so on, are its examples. The element of supernatural, weird and magic is observed in many dramas like Prospero's, the Duke of Milan, power of magic; characters, such as

Ariel, Sycorax and Caliban in *The Tempest*; insistence of the shipmaster that dead Thaisa'a body, wife of Pericles, should be thrown into the sea, else the storm would not calm down in *Pericles*; *Oracle of Delphi* in *The Winter's Tale*, and so on.

NOTES

Thus, the element of pastoral plays a destroyer, saviour and preserver in the tragicomedies of Shakespeare. Beside it, court, regal relations and affairs, discrepancies and misunderstandings, rejection and later repentance sometimes leading to death also, complex family relations, villains misleading to bring upon a tragic situation in the life of innocent characters, deception by active evil people, restoration of the rightful and innocent, and reward to honest and upright souls were some inherent plot devices for all the dramas of this style and genre.

The main feature of these dramas essentially remained that justice was rewarded to the wronged and evil was punished in due course by the end. These plays are interspersed with adventures, scoring the country, visiting several unknown kingdoms, and doing various heroic feats to win a contest, bring justice into a land, avenging upon an evil, and so on. The characters faced a lot of dangers while they were made to traverse to strange lands and topographies. Often they had to disguise and feign an anonymous identity to save themselves from villains. Almost all these comedies covered a vast strand of human life. Sometimes, their ends were not completely happy in all senses. Forgiveness was an important tenet in tragicomedies. Tragic loss of the original tale was removed by Shakespeare from some of these stories and that shows how he contrived to mould them into comedy to convince his audience that life is not only punishment to the innocent, but pleasure also. He cleverly juxtaposed the theme of multiplicity keeping happiness and sorrow into constant contrast weaving and emitting multiple meanings about and around life.

In Shakespearean tragicomedies, there are characters which went beyond the inception of Christianity. Figures, such as Jupiter in *Cymbeline*, or the Goddesses conjured by Prospero's magic in *The Tempest*, Goddess Diana in *Pericles*, and so on, are few of its specimen. They often rendered image of a masque-like presence in such a drama. Storm was a very common medium of separation, and caves and natural refuge played the role of eternal safeguard to pure and honest characters. In *The Winter's Tale*, the abandonment of baby Perdita on Bohemian coast and her upbringing by a kind shepherd; losing track by Imogen while she was lost in the wilderness of Wales, finally arriving at a cave in *Cymbeline*; and in *The Tempest*, Prospero and Miranda's lives were put to perils by his own cruel brother Antonio as they were left to die on a raft in sea but somehow they survived on an island are some of its examples.

Some of the major developments in the field of theatre which inspired Shakespeare to have composed these plays, were: first, John Fletcher's concept of tragicomedy as used by him in his early dramas co-authored by Beaumont; next, Ben Jonson's long, winding courtly masques which were in popular demand those days. The elements, which swung the storyline of these distinct dramas of

Shakespeare's last phase of career, were romance, tragic situations, profuse use of pastoral, the civilized court, complex royal relationships and vicissitudes. They were far from being realistic if the story was to be taken into serious consideration; however, they were sure to be enjoyed for their twirls that added richness and glory to the plot while bestowing lavish panorama to the drama. No wonder after having composed them, this adept craftsman took his retirement and went back to his lush country home at Stratford.

Pericles is suggested to have been co-written by George Wilkins and Shakespeare; although it did not appear in the *First Folio*. *Cymbeline* is based on the chronicle of the

British king of Celtic origin, *Cunobelinus;* it deals with the theme of virtuous versus jealous. It was classified as tragedy in the *First Folio* of 1623. Categorized as comedy in the *First Folio*, *The Winter's Tale* has complex psychological delineation of situations till the third act; the rest two acts describe resolution and happy ending. *The Tempest*, composed at the end of his career, was the story of Prospero, the estranged Duke of Milan, and his struggle through miracles and magic to place his daughter Miranda to her rightful kingdom. *The Two Noble Kinsmen*, written jointly with Fletcher, hailing the Jacobean Age, was first printed in 1634. Based on Boccaccio's *Decameron*, its structure was influenced by Geoffrey Chaucer's *The Knight's Tale* (The Canterbury Tales, 1387–1400).

Check Your Progress

1. Name some Shakespearean tragicomedy or romance plays.
2. State the main feature of tragicomedies.

10.3 THEATRE AND AUDIENCE DURING SHAKESPEARE'S TIME

Shakespeare is often termed as the national poet of England and is called the 'Bard of Avon'. Some works of Shakespeare that is still surviving with us includes some collaborative compositions, as many as thirty-eight plays, 154 sonnets, two long narrative poems and many small poems. Shakespeare's work has been translated into almost every language that humanity practices.

As discussed earlier, most of the well-known works written by Shakespeare was produced between the years 1589 and 1613. His initial plays mostly dealt with comedies as well as historical plays. These were the genres that reached the peak of sophistication and artistry through the mastery of Shakespeare by the end of the sixteenth century. Shakespeare mainly wrote tragedies till around the year 1608. This phase included some of his most famous works like *Hamlet*, *King Lear*, *Othello* as well as *Macbeth*. Towards the last phase of his creative career,

he wrote tragicomedies (romances) and concentrated on some collaborative projects with other playwrights.

NOTES

Many of Shakespeare's plays came out in print in editions of different quality and accuracy, most of them during his own lifetime. In 1623, two of his colleagues from theatre published the *First Folio*. This was a collected edition of Shakespeare's dramatic works, which consisted of all his works excluding two (which are now considered as Shakespeare's).

Shakespeare gained respect and popularity during his own time. However, it was not until the nineteenth century that people considered him to be undisputed composer. The Romantics were responsible for resurrecting Shakespeare's genius. Apart from the Romantics, even the Victorians elevated Shakespeare to a position that Irish playwright George Bernard Shaw termed as 'bardolatry'. With the onset of the twentieth century, his works were regularly adapted and rediscovered by the new generation directors, writers and scholars.

London and Theatrical Career

There are no concrete evidence to suggest when Shakespeare started his writing career. However, records and references suggests that many of his plays were already being performed on the London stage by 1592. Shakespeare was already famous in London by that time. He was also criticized in print by the playwright Robert Greene in his *Groats-Worth of Wit*. In his work, he writes:

...there is an upstart Crow, beautified with our feathers, that with his Tiger's heart wrapped in a Player's hide, supposes he is as well able to bombast out a blank verse as the best of you: and being an absolute Johannes factotum, is in his own conceit the only Shake-scene in a country.

Various interpretations abound to decipher the exact meaning of these words. Yet many agree that Greene is simply accusing Shakespeare of trying to succeed above his rank and considering himself equal to the 'university wits' like Thomas Nashe, Christopher Marlowe and Greene himself. Most believe that the pun 'Shake-scene' is a direct reference to Shakespeare and he indeed is Greene's victim.

Greene's attack is considered to be the earliest recorded mention of Shakespeare's influence on London theatre. Scholars believe that Shakespeare's career might have taken off any time between the mid-1580s to probably sometimes just before Greene made his commentary. However, it is confirmed that from 1594, Shakespeare's plays were staged only by the company of Lord Chamberlain's Men. This was a company which was owned by a group of actors including Shakespeare himself, and this soon became the leading theatre company in London scene. Soon after the death of Queen Elizabeth (1603), this company got a royal patent through James I (the new king) and its name was changed to the King's Men.

In 1599, the Globe theatre was built in a partnership of company on the south bank of the River Thames. In 1608, this group also took over the Blackfriars indoor theatre. Remaining documents of records of Shakespeare's property investments suggest that the company turned him into a wealthy man. It is believed that in 1597, he got for himself the second-largest house in Stratford, and by 1605, he invested in lot of other properties.

From 1594, many of Shakespeare's plays came out in quarto editions. By 1598, he was one of the most famous playwrights and his name appeared on the title pages. Interestingly, Shakespeare continued to act both in his own as well as other plays even after gaining immense success. One can find his name on the cast lists for *Every Man in His Humour* (1598) in the 1616 edition of Ben Jonson's works. His name also appears in *Sejanus His Fall* (1603). However, the absence of Shakespeare's name from the cast list for *Volpone* (Jonson, 1605) is considered by scholars as an indication that his acting career was not in its most pleasant phase. The First Folio that came out in 1623 highlights Shakespeare as one of 'the Principal Actors in all these Plays'. Many of these plays were first performed much after *Volpone*. However, there is no accurate proof to suggest what kind of roles he performed.

During his successful career, Shakespeare moved between London and Stratford. In 1596, records suggests that Shakespeare was living near the north of the River Thames. Though it seems that he moved to Southwark by the year 1599, the same year when his company built the Globe Theatre there. Again by 1604, he had moved to some locality near north of St. Paul's Cathedral.

Shakespeare's Plays and Performances

Playwrights during Shakespeare's era mostly collaborated with others writers at some point. Most critics agree that Shakespeare also followed the same trend, especially during the dawn and dusk phase of his theatre life. Certain acknowledgement in the form of *Titus Andronicus* and certain history plays are not yet authenticated. However,

The Two Noble Kinsmen and *Cardenio* (no longer available) contain certain documentation which prove that they belonged to Shakespeare. Many textual evidence suggests that several of Shakespeare's plays were revisited by other writers and certain changes were made.

The first documented plays of Shakespeare are *Richard III* and the complete *Henry VI* (three parts). This was written in the early 1590s, a period in which historical drama were in vogue. It is difficult to date Shakespeare's plays. The contemporary studies point out that that *The Comedy of Errors*, *Titus Andronicus* and *The Two Gentlemen of Verona*, *The Taming of the Shrew* may also be part of Shakespeare's earlier comedies. His first historical plays relied much on the *Raphael Holinshed's Chronicles of England, Scotland, and Ireland* (1587).

These plays dramatize the destructive results that erupt from a weak or corrupt government which probably lay the foundation for the Tudor dynasty. His early plays were more or less inspired by the works of established Elizabethan playwrights, namely Thomas Kyd and Christopher Marlowe. Shakespeare also owned a lot to the traditions of medieval drama as well as the plays of Seneca. It has been sufficiently argued that *The Comedy of Errors* was also inspired from Classical models. However, as far as *The Taming of the Shrew* is concerned, it was probably reiteration of a folk story. Nevertheless, the modern scholars and critics at times point out the troubled presentation of issues like approval of rape *(The Two Gentlemen of Verona*), or the taming of a woman's free will and independent spirit by a man (*The Taming of the Shrew).*

NOTES

During his early period, Shakespeare composed classical and Italianate comedies. These plays were marked with precise double plots and absolute comic sequences. It is believed that these early experiments paved way for the romantic atmosphere that he eventually built through his greatest comedies. Shakespeare displayed remarkable craftsmanship in *A Midsummer Night's Dream* where one comes across fairy magic, comic lowlife and a good mix of romance. *Merchant of Venice*, another romantic comedy, speaks about a vengeful Jew and his life which portrays Elizabethan views on Jews; however, it may humiliate modern audiences. *Much Ado About Nothing* has sufficient wit, *As You Like* has amazing rural setting and *Twelfth Night* has intense merry making. *Richard II* is written mostly in verse in which Shakespeare introduced prose comedy. This style also appears in *Henry IV* (1 and 2) and *Henry V*. Shakespeare's characters get more complex as they grow. The histories switch between comic and serious scenes. This period is marked with two famous tragedies like *Romeo and Juliet* and *Julius Caesar* that is responsible for creating a new kind of drama.

Shakespeare wrote the so-called 'problem plays' in the seventeenth century. *Measure for Measure*, *Troilus and Cressida, All's Well That Ends Well, and so on,* fall under this category. Most critics agree that tragedies represent the best of his art. The other popular plays are *Othello* and *King Lear*—both of them lapsing into errors of judgement. The Shakespearean tragedies often deal with fatal errors or flaws. Well-known critic Frank Kermode suggests that 'the play offers neither its good characters nor its audience any relief from its cruelty'. In *Macbeth*, the story revolves around uncontrollable ambition. According to the poet T. S. Eliot, *Antony and Cleopatra* and *Coriolanus* consist some of Shakespeare's finest lyrics.

During his final phase of literary career, Shakespeare got involved in romance as well as tragicomedy, and finished three more significant plays: *Cymbeline*, *The Winter's Tale* and *The Tempest*. He also collaborated for *Pericles, Prince of Tyre*. These plays are less intense than the tragedies yet they are more serious in tone than the comedies of the 1590s. Some scholars have understood this change

in mood as a proof of a more philosophical view of life at Shakespeare's end. Yet it could also mean a change in the theatrical call of the times. Shakespeare probably collaborated with Jacobean playwright John Fletcher for *Henry VIII* as well as *The Two Noble Kinsmen*.

NOTES

Performances

No one knows for sure for which companies did Shakespeare wrote the plays for. In the title page of *Titus Andronicus* (1594 edition), it is told that the play was acted by three different troupes at different times. However, after the plagues that haunted England in 1592–93, Shakespeare's plays were performed by (The Theatre) his own company.

Londoners went to see the first part of *Henry IV*. According to accomplished Hispanist and minor poet Leonard Digges, 'Let but Falstaff come, Hal, Poins, the rest...and you scarce shall have a room.' However, when the company got embroiled into a dispute with their landlord, The Theatre got dissolved and utilized the same timbers to recreate the Globe Theatre. The Globe came into existence in 1599. However, one of the first plays to be staged is *Julius Caesar*. Even Shakespeare's greatest plays produced after 1599 were mostly written for the Globe, which included his famous plays *Hamlet*, *Othello* and *King Lear.*

The Lord Chamberlain's Men became the King's Men in 1603; after that they built a special relationship with King James, the new king to take over England. Though the records of the performances are unclear, the King's Men put seven of Shakespeare's plays on the royal stage; the plays also included two performances of *The Merchant of Venice*. However, after 1608, they started performing at the Blackfriars Theatre mostly during the period of winter and during the summer in the Globe Theatre. The royal setting and the lavish decor helped Shakespeare to introduce more intricate stage devices.

Some renowned actors, namely Richard Burbage, William Kempe, Henry Condell and John Heminges performed for Shakespeare's company. Invariably, Burbage acted in the leading role for many of Shakespeare's plays including *Othello*, *Richard III*, *Hamlet* and *King Lear*. Will Kempe, another popular comic actor of the Elizabethan age, essayed the role of servant Peter in *Romeo and Juliet* as well as Dogberry in *Much Ado About Nothing*. However, by the sixteenth century, he was replaced by Robert Armin who essayed various roles like Touchstone in *As You Like It* or the fool in *King Lear*. In 1613, English author, diplomat and politician Sir Henry Wotton chronicled that Henry VIII 'was set forth with many extraordinary circumstances of pomp and ceremony'.

Textual Sources

In 1623, John Heminges and Henry Condell (Shakespeare's friends) published the First Folio. It was a collected edition of the plays of Shakespeare. As stated earlier, the First Folio contained thirty-six texts. Most of Shakespeare's texts had

already come out in quarto versions. However, no one knows if Shakespeare approved of these editions. In fact, Alfred Pollard suggested that some of them were 'bad quartos' because of their poor quality. Also, most of the quartos vary in their reconstructions. Nevertheless, between the quarto and folio editions, many believe that Shakespeare himself might have revised the texts. Nonetheless, *King Lear* is an exception because the 1623 folio edition is way different from 1608 quarto edition.

Poems/Sonnets

During 1593 and 1594, when plague had attacked England, Shakespeare two narrative poems came into print on erotic themes. They were *Venus and Adonis* and *The Rape of Lucrece*. Both the poems were dedicated to Henry Wriothesley who was the Earl of Southampton. *A Lover's Complaint* is another long narrative poem. It was printed along with the first edition of the Sonnets in 1609. Published in 1609, the *Sonnets* were the final of Shakespearian non-dramatic works that came out in print. Scholars suggest that each of the 154 sonnets composed by Shakespeare was meant exclusively for a private readership. In 1598, English churchman and author Francis Meres mentioned that long before the two unauthorized sonnets got published in 1599 (*The Passionate Pilgrim*), he had heard Shakespeare's sonnets.

Style of Writing

William Shakespeare's initials plays were composed in a way that was conventional for his times. He composed them in a language with which he made free experiments. His poetry concentrates on a lot of elaborate metaphors and conceits. His lyrics were mostly rhetorical. As we reach the phase of *Romeo and Juliet*, *Richard II* or *A Midsummer Night's Dream*, we see more natural poetry coming from Shakespeare's pen. He wrote in blank verse and iambic pentameter. The blank verse written in his early plays is way different from the later ones. The famous critic A. C. Bradley has mentioned in his work that Shakespeare's style was 'more concentrated, rapid, varied, and, in construction, less regular, not seldom twisted or elliptical'. Shakespeare mixed poetic genius with a regular sense of the theatrical devices. Shakespeare combined poetic genius with a practical sense of the theatre. Just like every playwrights of his time, he dramatized stories that had its origin in Plutarch and Holinshed. Shakespeare reworked on the plots to create audience attention and to show multiple aspects of a story.

Check Your Progress

3. Name the first documented plays of Shakespeare.
4. When did Shakespeare write the 'problem plays'?

10.4 CINEMATIC REPRESENTATION OF SHAKESPEARE'S PLAYS

NOTES

Cinema is a twentieth century phenomenon which emerged as a major source of entertainment due to modernity and busy life. Cinema is a set of moving scenes which is shot and produced by camera or projector in a hall or picture theatre. It contains graphics, outdoor shootings, technical support, actors and actresses, story, production, direction, screen play, music, and much more. A two-hour film is a complete public entertainment.

Cinematography (the art or science of motion picture recorded by the aid of light or electromagnetic radiation) is a Greek term and it was invented by three scientists Simon von Stampfer in Austria, Joseph Plateau in Belgium and William Horner in Britain in the 1830s. By the end of the nineteenth century, film became a new invention which provided greater and satisfactory sources of public media and communication. However, the other mediums of communication, such as books, theatre, journals, dailies, magazines, and so on, remained in the society but films exceeded on all of them as modernity wrapped the world and life became dependent on science. It was a medium that could be explored in many ways as science opened immense promises in the realm of shooting through a camera.

Trend of cinematography attempted at bringing many famous literary writers' works into motion pictures. If revisiting past has been of some significance in the present, then Shakespeare would stand foremost whose plays inspired and filled up not only modern theatre and auditoriums but also movies on his dramas which have kept him breathing contemporaneity today with appreciation that he attained in any other past age. In his period only, William Shakespeare had become a phenomenal, acknowledged presence who designed the most successful and interesting of plays for the stage which triumphantly survived generation after generation and ruled the world of theatre. Shakespeare, therefore, has already been a name that is synonymous to literature. His era did not offer much of technical support and props to bring desired effects to the stage. He often voiced the limitations of Elizabethan stage, as in *Antony and Cleopatra* through the statement of Cleopatra:

Cleopatra: Nay, 'tis most certain, Iras: saucy lictors
Will catch at us, like strumpets; and scald rhymers
Ballad us out o' tune: the quick comedians
Extemporally will stage us, and present
Our Alexandrian revels; Antony
Shall be brought drunken forth, and I shall see

Some squeaking Cleopatra boy my greatness
I' the posture of a whore.
(Act-V, Scene-V)

NOTES

In his age, men used to play the part for the women. An artist always longs to see his representation perfectly mirrored in the appreciation of the viewers and readers. Drama requires external and outdoor effects on stage. During his time, stagecraft was not that developed as it is now and he admitted it in his *Prologue* to *Henry V* in the words of Chorus:

A kingdom for a stage, princes to act
And monarchs to behold the swelling scene!
Then should the warlike Harry, like himself,
Assume the port of Mars; and at his heels,
Leash'd in like hounds, should famine, sword and fire
Crouch for employment. But pardon, and gentles all,
The flat unraised spirits that have dared
On this unworthy scaffold to bring forth
So great an object: can this cockpit hold
The vasty fields of France? or may we cram
Within this wooden O the very casques
That did affright the air at Agincourt?
O, pardon! since a crooked figure may
Attest in little place a million;
And let us, ciphers to this great accompt,
On your imaginary forces work…
(*Henry V*, Act-I)

Chorus in the *Prologue* lamented scarce effects and limitations of the Elizabethan stage.

In the modern age, with the advent of films, it became easy to show all imagined consequences on screen; thus, this advantage coloured his entertaining plays all the more when they were attempted to be filmed by the end of the nineteenth century. Shakespeare was the first author to be attempted for a feature film. He is the most popular and holds the highest record of 410 feature-length films and television presentations of his dramas in the *Guinness Book of World Records*, a status that no other writer ever enjoyed. He excels any other writer in any language of this world when it comes to representation of his dramas as movies. They are a mixed of pure Shakespearean drama and adaptations where dialogues are not the

same. Sometimes, in some of these reconstructions, only plot is considered but other things fitfully vary. The recent survey on internet disclosed that currently 1,110 movies belong to Shakespeare as a writer; among them, nineteen are shown to be released soon (last record December 2015).

Shakespeare in the Movies by the author Douglas Brode recorded:

'[Shakespeare's plays] aren't plays at all; rather, they are screenplays, written, ironically, three centuries before the birth of cinema.'

In this light, so perfect to be filmed, his dramas were already much the type of scripts which suited camera roles and flash lights. The foremost writer to be ever-adapted, on

Shakespeare, the first film was released in 1899 called *King John*. This was a short sequence of only four minutes. Then after, *Hamlet* came on floor (1900) in French where Sarah Bernhardt acted as Hamlet (a woman protagonist with a gender change). This movie was technically advanced with sound, moving image-syncing and applied the new photo-cinema-theatre system. German director, Svend Gade made *Hamlet* in 1920 where the hero was a girl but she was nurtured by a boy. This was the earliest full story filmed on Shakespeare's drama. Mary Pickford and Douglas Fairbanks worked in 1929 representation of *Taming of the Shrew*. The scene of storm was shot showing the hero and the heroine whip each other to render the effect. Directors in the UK, the USA, Italy, Germany and France soon tried their hands in representing his famous plays as movies.

Some of the early movie representations on Shakespeare were as follows:

- *d'Art releases, Shylock (1913)*
- *Cabiria* (1914) by Giovanni Pastrone
- D. W. Griffith's *Intolerance* (1916)
- *Giulio Cesare* (1909, *Julius Caesar*)
- *Il mercante di Venezia (1910) by* Gerolamo Lo Savio
- Una tragedia alla corte di Sicilia (1913)
- *A Midsummer Night's Dream* (1909)
- *Romeo and Juliet* (1908)
- M. B. Dudley's *Richard III* (1912)
- *Othello* (1922)
- *The Merchant of Venice* (1923, *Der Kaufmann von Venedig*)
- *A Midsummer Night's Dream* (1935)
- *Romeo and Juliet* (1936), *Henry V* (1944)

Some notable post-war productions on Shakespeare include:

- Newsreel style *Julius Caesar (*1953)

NOTES

- *Hamlet* (1948)
- *The Taming of the Shrew* (1966)
- *Romeo and Juliet* (1968)
- *West Side Story* (1961)
- *Gamlet* (1964)
- *Karol Lear* (1970)
- *Ran (1985)*
- *Hamlet* (1990)
- *Much Ado About Nothing* (1993)
- *Love's Labour's Lost (*2000)
- *My Own Private Idaho* (1991*)*
- *Looking for Richard* (1996)
- *Last Action Hero* (1993)
- *The King Is Alive* (2000)
- *Shakespeare in Love (*1998)
- *Maqbool* (2004)
- *Omkara* (2006)
- *Haider* (2014)

Check Your Progress

5. Who invented cinematography?
6. List four notable post-war productions on Shakespeare.

10.5 *THE WINTER'S TALE:* SUMMARY

King Leontes of Sicilia requests his childhood friend, King Polixenes of Bohemia to visit his country Sicilia. Polixenes visited Sicilia as invited. He stayed for nine months. Leontes requested him to stay there for few more days. Polixenes was very stubborn in leaving the place. Hermione also pleaded with him to stay longer. When Polixenes agreed to stay for few more days, Leontes became jealousy.

Leontes felt that Hermione and Polixenes were lovers. So he ordered Camillo to poison Polixenes. But Camillo warned Polixenes. Camillo and Polixenes fled to Sicilia immediately. Out of anger, he imprisoned his own wife, during her pregnancy. Hermione delivered the baby in the prison itself.

Paulina, the queen's noble woman brought the baby to Leontes hoping that he would change his mind, after seeing the baby. But Leontes ordered Paulina's

NOTES

husband to abandon the baby in a remote area. He threatened to kill his wife Paulina, if he hesitated. Antigonus obeyed the King's commands.

To know the oracle of Apollo at Delphos, Leontes sent messengers. The oracle proclaimed that Hermione was innocent. It also proclaimed that Leontes would die without heir, if the baby daughter was not found. The King ignored the news. But he received the news that Prince Mamillus died. Leontes repented. Hermione also died of grief.

In the meantime, Antigonus took the baby to Bohemia. In his dream, Hermione's ghost revealed that Antigonus would not meet his wife again, as he was the cause for the abandonment of the child. He had already left the little girl with gold and tokens, which were found by a shepherd and his son. The shepherd vowed to raise the girl child as his own.

Sixteen years passed. Camillo served the King of Bohemia, since their flight from Sicilia. Camilo now longed to return to return his own country. Polixenes hesitated to send this able administrator. Polixenes received the news that his son Prince Florizell had been visiting the place. So he persuaded Camillo to find where he was going in the disguise. He found that he had been visiting the shepherd's daughter in the disguise.

Autolycus, was dismissed from service to Prince Florizell. He swindled the Shepherd's son out of some cash. He resolved to earn some money from the sheep shearing festival.

Florizell and Perdita were deeply in love. Perdita feared of the King if their relationship was known to him. At the festival, Florizell declared his love for the shepherdess in front of his disguised father. The King immediately disowned Florizell and ordered to execute Perdita. Camillo promised to help the lovers.

Camillo asked them to go to the court of King Leontes who would receive them as honourable guests. He called Autoclycus to change his clothes with the Prince so that the Florizel could escape in disguise. The shepherd and his son decided to inform the King that Perdita was a foundling. Autolycus overheard this and decided to win advancement by helping his Prince.

In Sicilia, Florizell and Perdita arrived. Leontes welcomed them. The messenger brought the news of Polixenes arrival in search of his son. Leontes promised to be Florizell's advocate. Autolycus informed three gentlemen that Perdita was the daughter of Leontes. The shepherd and the shepherd's son also brought the items found with Perdita.

The royal families once again became the closest friends. They went to Paulina's house where one artist has crafted the beautiful statue of Hermione. When they were viewing the statue, Paulina brought Hermione alive. All are happy. They were reunited.

Check Your Progress

7. Who is King Leontes's childhood friend?
8. Who took the baby to Bohemia?
9. Who came forward to help the lovers, when Perdita was ordered to be executed?

NOTES

10.6 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The dramas which are segregated as tragicomedy or romance plays were *Pericles*, *Prince of Tyre* (1603–08), *Cymbeline* (1608–10), *The Winter's Tale* (1609– 1611), *The Tempest* (1603–1611) and *The Two Noble Kinsmen* (1612–1614).
2. The main feature of tragecomedies essentially remained that justice was rewarded to the wronged and evil was punished in due course by the end. These plays are interspersed with adventures, scoring the country, visiting several unknown kingdoms, and doing various heroic feats to win a contest, bring justice into a land, avenging upon an evil, and so on.
3. The first documented plays of Shakespeare are *Richard III* and the complete *Henry VI* (three parts). This was written in the early 1590s, a period in which historical drama were in vogue.
4. Shakespeare wrote the so-called 'problem plays' in the seventeenth century. *Measure for Measure, Troilus and Cressida, All's Well That Ends Well*, and so on, fall under this category.
5. Cinematography (the art or science of motion picture recorded by the aid of light or electromagnetic radiation) is a Greek term and it was invented by three scientists Simon von Stampfer in Austria, Joseph Plateau in Belgium and William Horner in Britain in the 1830s.
6. Some notable post-war productions on Shakespeare include:
   (a) Newsreel style *Julius Caesar (*1953)
   (*b*) *Hamlet* (1948)
   (*c*) *The Taming of the Shrew* (1966)
   (*d*) *Romeo and Juliet* (1968)
7. King Polixenes is King Leontes's childhood friend.
8. Antigonus took the baby to Bohemia.
9. Camillo came forward to help the lovers, when Perdita was ordered to be executed.

10.7 SUMMARY

NOTES

- King Leontes of Sicilia requests his childhood friend, King Polixenes of Bohemia to visit his country Sicilia.
- Leontes felt that Hermione and Polixenes were lovers. So he ordered Camillo topoison Polixenes.
- Paulina, the queen's noble woman brought the baby to Leontes hoping that he would change his mind, after seeing the baby.
- In the meantime, Antigonus took the baby to Bohemia. In his dream, Hermione's ghost revealed that Antigonus would not meet his wife again, as he was the cause for the abandonment of the child.
- Sixteen years passed. Camillo served the King of Bohemia, since their flight from Sicilia. Camilo now longed to return to return his own country.
- Autolycus, was dismissed from service to Prince Florizell. He swindled the Shepherd's son out of some cash. He resolved to earn some money from the sheep shearing festival.
- Camillo asked them to go to the court of King Leontes who would receive them as honourable guests.
- In Sicilia, Florizell and Perdita arrived. Leontes welcomed them. The messenger brought the news of Polixenes arrival in search of his son. Leontes promised to be Florizell's advocate. Autolycus informed three gentlemen that Perdita was the daughter of Leontes. The shepherd and the shepherd's son also brought the items found with Perdita.

10.8 KEY WORDS

- **Infidelity:** It is the act of being unfaithful with one's partner in marriage.
- **Oracle:** It alludes to a person through whom a deity is believed to speak the prophecies of the Delphic Oracle.
- **Foundling:** It refers to an infant found after its unknown parents have abandoned it.
- **Tragicomedy:** It is a literary genre that blends aspects of both tragic and comic forms. Most often seen in dramatic literature, the term can variously describe either a tragic play which contains enough comic elements to lighten the overall mood or a serious play with a happy ending.

10.9 SELF-ASSESSMENT QUESTIONS AND EXERCISES

NOTES

Short-Answer Questions

1. Write a short note on Shakespeare's plays and performances.
2. List some of the early movie representations on Shakespeare.
3. Why was Hermione dead?
4. How did Antigonus die?
5. How does the play end on a universal joy?
6. Who gave his consent to the Perdita-Florizel marriage?

Long-Answer Questions

1. 'In the Elizabethan Age, Shakespeare was among the most prominent contributors of dramas based on legendary heroes of English and other chronicles.' Exemplify.
2. Discuss the importance of theatre and audience during Shakespeare's time.
3. Assess the cinematic representation of Shakespeare's plays. Critically analyse the character of Hermione in the play.
4. Comment on Leontes' reunion with Hermione.
5. What is Apollo's message? How does Leontes react to it?
6. Discuss the circumstances leading to Leontes' suspicion in *The Winter's Tale*.

10.10 FURTHER READINGS

Shakespeare, William. 2000. *Romeo and Juliet* 1597. Oxford: Oxford University Press.

Bamber, Linda. 1982. *Comic Women, Tragic Men: A Study of Gender and Genre in Shakespeare*. Stanford: Stanford, UP.

Parker, Patricia and Geoffrey Hartmann. 1985. *Shakespeare and the Question of Theory*. London: Routledge.

Dusinberre, Juliet. 1975. *Shakespeare and the Nature of Women*. London: Macmillan.

Wells, Stanley W. 2003. *Shakespeare: For All Time*. UK: Oxford University Press.

NOTES

Traub, Valerie. 2016. *The Oxford Handbook of Shakespeare and Embodiment: Gender, Sexuality, and Race*. UK: Oxford University *Press*

DK. 2015. *The Shakespeare Book: Big Ideas Simply Explained.* UK: Dorling Kindersley Ltd.

Bloom, Harold. 2009. *Shakespeare's Tragedies.* US: Infobase Publishing.

NOTES

BLOCK - IV
BIOGRAPHIES, GRAMMAR AND COMPOSITION

UNIT 11 MARTIN LUTHER KING: R.N. ROY

Structure

11.0 INTRODUCTION

Martin Luther King's notion of non-violence consists of following key principles. One can resist evil without resorting to violence. With non-violence one can win the "friendship and understanding" of the opponent without humiliating him. Evil should be opposed. The followers of non-violence must be willing to suffer with deep faith in the future. Their aim is to prevail justice in the universe.

11.1 OBJECTIVES

After going through this unit, you will be able to:

- State the similarity between the activities of King and Gandhiji
- Identify the significant acts of Martin Luther King

11.2 R.N. ROY: AN INTRODUCTION

Martin Luther King struggled for non-violence. His humane aspects reformed the U.S.A. He was deeply impressed by Gandhiji's peaceful movement in India. He believed in the efficacy of non-violence and the superiority of moral force over physical force. R.N.Roy describes the features of King's work in America. He compares him with the great martyrs of the world. He is ranked with Abraham Lincoln, Gandhiji and John F.Kennedy.

NOTES

11.3 MARTIN LUTHER KING: SUMMARY

Martin Luther King is one of the greatest men in the world. He resembles Mahatma Gandhi in his service. In the twentieth century only, cruelties and hatred were quite common in the history of the world.

Both Gandhi and King fought for the downtrodden. Gandhi for the Harijans, King for the Negroes in America. They were peaceful warriors. Their weapon is non-violence. They were shot to death.

King believed in the equality of men. But he saw only racial discrimination. The Negroes could not attain their legitimate aims. With their depressed minds, they did all hard, dirty and dangerous work. They took part in wars also and sacrificed their lives to defend America's honour and prestige. But misery continues to haunt the Negroes. The white Americans with few concessions, tried to calm down the Negroes. But the King clarified that none can live half free and half slave.

The White Americans enjoy material prosperity whereas the Negroes face only economic insecurity. They were denied of attending schools and public amusement park which are meant only for whites.

A Negro was denied of getting food in the motel as it does not contain separate counter for the Negroes, even when he took a cross-country drive. He was considered to be nobody in his own land. As he is a Negro, he is attacked in the day-time and haunted at night. He was left to exist in the place where there is economic insecurity, social inferiority, fear and resentment.

The same situation is found in India. In America, people are brought up in the bosom of the church with spiritual blessings, in India people in the land of saints with the preaching of universal brotherhood. In India, a large part of people are segregated as untouchables. They suffered agonies of discrimination. Gandhi fought against this inhuman discrimination and only because of his efforts untouchable are no longer untouchables.

Another evil called British rule also weakened India's spiritual growth. Against their slavish treatment, Gandhiji started campaign. He followed Ahimsa i.e. non-violence. Because of his passive resistance, British people quitted India.

In his boyhood itself, King is impressed by Gandhiji's success in both social and political fields. Non-violence had the upper hand than the physical force. From this living Indian example, he decided to set right the wrongs around him. He hoped for freedom and justice. He expressed his hatred for the old order also.

Gandhiji's revolution was built with hope, love, non-violence. This paved way for the Montgomery boycott of 1956 and Selma movement of 1965.

NOTES

White Americans like Abraham Lincoln, Kennedy understood what they wanted. He wishes the Negroes to have the rights of sharing the schools, libraries, parks, hotels and lunch counters with whites. He expresses the urgency to achieve the pace in attaining political independence, people accused him of his impatience. For this, he replied that segregation has stinging darts.

In the year 1956 only, King becomes a known figure because of his boycott of public buses in Montgomery. He protested against the segregated seating. The boycott became successful. Finally, the Supreme Court has given the verdict that racial segregation was unlawful. Because of his non-violence movement only, people enjoyed non-segregated bus travel.

From his non-violence movement, the Negroes learnt the power of moral force. They understood that there is dignity of suffering for a noble cause. He realized the strength of non-violence also. He delivered many lectures regarding the problems of Negroes. Through his powerful and fiery speech, he generates power to the entire race. His impressive oration galvanized (roused) the entire race.

In 1963, King's impressive oration to 2,50,000 Americans who gathered for 'March on Washington' is about his dream of earth inhabiting with all people as brothers and sisters. From 1957 to 1968, he led many protest demonstrations in the South and the North. He fought for the rights and liberties of the Negroes, with the weapon of non-violence.

With this non-violence weapon, he can cut without wounding. It also acts as a sword that heals. He led a vast army, without supplies, but with sincerity. They do not have uniform, but only determination and faith, without currency, but only with conscience. This army kindles sympathy without wounding. The black power militants used violence to achieve their goals. They challenged and criticized his creed of non-violence. He reminded them of Gandhi and his non-violent movement to drive away the British Empire in India.

King and his followers suffered even when following non-violence. They were abused and stoned by the mob. They were slapped and kicked by the police. They were ridiculed by their own men. The police used fire horses and ferocious dogs to drive them out. The law courts sent them to a solitary confinement when no ray of the Sun entered. Their women and children were also treated the same. Negro-Church was bombed, killing four little girls. They never expressed violence with their fist, tongue, or heart.

In 1964, King was awarded the Nobel Peace Prize. He was only thirty-five, the youngest one to receive this great honour. He led non-violent demonstrations against the Vietnam War in 1967. In 1968, he announced a Poor People's campaign in Washington. He was shot to death, when he led a demonstration of striking sanitation workers.

King dreamt of the day when people are judged not by the colour of the skin, but by their character. With his non-violence weapon, he wanted to remove racial, social, economic problems. He wishes to prevent nuclear war which will annihilate all humanity. Non-violence is the answer to the Negroes. It is the desperate need of all humanity.

King was the pride of the world. The world mourns his tragic death. His country is the most brutal and the wickedest. He remains in contrast with his country, like day and night contrast. His personal dignity remained unimpaired in an age of fawning and servility. He was a peaceful warrior. He is admired for his virtues.

When the world is endangered with nuclear war, he comes as a ray of hope. But he has been assassinated. Socrates, Christ, Joan of Arc, Abraham Lincoln, Mahatma Gandhi, John F. Kennedy and Martin Luther King were the ones who tried to make this earth beautiful, as God had made. It remains a question, how long the human species have to wait for the rebirth of such saints.

Check Your Progress

1. When did Martin Luther King receive the Nobel Prize for peace?
2. How old was the King when he received the Nobel Prize?
3. State one similarity between Martin Luther King and Gandhiji.

11.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. In 1964, King was awarded the Nobel Peace Prize.
2. The King was only thirty-five when he received the Nobel Prize for peace.
3. Both Gandhi and King fought for the downtrodden. Gandhi for the Harijans, King for the Negroes in America.

11.5 SUMMARY

- Martin Luther King is one of the greatest men in the world. He resembles Mahatma Gandhi in his service. In the twentieth century only, cruelties and hatred were quite common in the history of the world.
- Martin Luther King is one of the greatest men in the world. He resembles Mahatma Gandhi in his service. In the twentieth century only, cruelties and hatred were quite common in the history of the world.

NOTES

- The White Americans enjoy material prosperity whereas the Negroes face only economic insecurity. They were denied of attending schools and public amusement park which are meant only for whites.
- A Negro was denied of getting food in the motel as it does not contain separate counter for the Negroes, even when he took a cross-country drive.
- Another evil called British rule also weakened India's spiritual growth. Against their slavish treatment, Gandhiji started campaign. He followed Ahimsa i.e. non-violence. Because of his passive resistance, British people quitted India.
- Gandhiji's revolution was built with hope, love, non-violence. This paved way for the Montgomery boycott of 1956 and Selma movement of 1965.
- King and his followers suffered even when following non-violence. They were abused and stoned by the mob. They were slapped and kicked by the police. They were ridiculed by their own men.
- King dreamt of the day when people are judged not by the colour of the skin, but by their character. With his non-violence weapon, he wanted to remove racial, social, economic problems.
- When the world is endangered with nuclear war, he comes as a ray of hope. But he has been assassinated. Socrates, Christ, Joan of Arc, Abraham Lincoln, Mahatma Gandhi, John F. Kennedy and Martin Luther King were the ones who tried to make this earth beautiful, as God had made.

11.6 KEY WORDS

- **Harijans:** This term was first used by Gandhiji to refer to the Dalits in 1932.
- **Negro:** It refers to a person who has dark skin and who belongs to a race of people who are originally from Africa.
- **Assassination:** It means to kill suddenly or secretively, especially a politically prominent person.

11.7 SELF-ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. What were the hardships faced by the Negroes in America?
2. How were the untouchables discriminated in India?

3. How did King and Gandhiji resemble each other in their principles?
4. Prepare a brief overview of the character of Martin Luther King.

Long-Answer Questions

1. Elaborate the details of the mission of equality of Martin Luther King and its eventual victory.
2. 'King was a ray of hope in the world enveloped by the gloom of nuclear war'. Justify.
3. Describe the weapon used by Gandhiji and King.

11.8 FURTHER READINGS

Ayres, Alex. 1993. *The Wisdom of Martin Luther King Jr*. New York: Meridian.

Ansbro, John. J. 1990. *Martin Luther King, Jr: The Making of a Mind.* Maryknoll, New York: Orbis Books.

Baldwin, Lewis. 1991. *There is a Balm in Gilead*. Brand: Fortress Press.

King, Coretta Scott. 1969. My Life with *Martin Luther King Jr.* New York: Holt, Rinehart and Winston.

UNIT 12 NEHRU: A.J. TOYNBEE

NOTES

Structure

12.0 INTRODUCTION

Jawaharlal Nehru was an iconic politician and revolutionary. He is often referred to as the 'the architect of India'. He is widely admired and acclaimed for his astute idealism and statesmanship. He became one of the main leaders of the Indian Independence Movement and was undoubtedly the central figure of Indian politics of the twentieth century because of his immense contribution to the nation before and after independence.

Through this writing, Toynbee reasons out why Nehru deserves to be remembered and immortalised. He represents the type of man who moves mankind, by persuasion. He played well in the political arena also. He tried to civilize people.

12.1 OBJECTIVES

After going through this unit, you will be able to:

- State the significant events of the life of Jawaharlal Nehru
- Prepare a brief overview of Arnold Joseph Toynbee
- Explain the significant meetings between Toynbee and Nehru

12.2 A.J. TOYNBEE: AN INTRODUCTION

Arnold Joseph Toynbee was a British historian. He was a widely read and distinguished scholar in 1940s and 1950s. Jawaharlal Nehru was the first Prime Minister of Independent India. He was not only a statesman but a great writer also. His 'Letters to his daughter' is immortal. In his autobiography, Toynbee pays tribute to Nehru. He considers that Nehru is the dynamic leader of his nation. His personal experience and meeting with Nehru have been described in this unit.

12.3 JAWAHARLAL NEHRU: AN INTRODUCTION

Nehru was born to Motilal Nehru and Swarup Rani at Allahabad in India. He was the first of three children to the couple. His father being a barrister was actively engaged in the Indian independence movement. He had also served as the President of Indian National Congress, twice.

Nehru received most of his primary education at home from several tutors and governess. At the age of sixteen, Nehru was enrolled at the Harrow School in England after which he got admission at the Trinity College, Cambridge where he earned his honours degree in natural science. He was highly influenced by the writings of Bernard Shaw, H.G. Wells, J.M. Keynes and G.M. Trevelyan who shaped much of his political and economic thinking.

After attaining his graduate degree, Nehru relocated to London in 1910 and enrolled himself at the Inns of Court School of Law where he studied law for two years. After completing his bar examination, he was offered to be admitted to the English bar but Nehru returned to his homeland in 1912 and started practicing law as a barrister at the Allahabad High Court and gradually, he involved himself in Indian politics.

Nehru's contribution to India's freedom struggle

At the time when Nehru joined Indian National Congress, he was not happy with its functioning as it was dominated by the English knowing upper class elite, yet he participated in the civil rights campaign initiated by Gandhi. Nehru condemned the Indian Civil Service for its support of British policies radically. He was not happy with the slow progression of the nationalist movement, so he joined his hands with aggressive nationalist leaders who were demanding Home Rule for Indians. He argued for self-government and a status of Dominion within the British Empire as enjoyed by Australia, Canada, South Africa, and New Zealand. In 1916, Nehru met Gandhi first time and nobody knew that this relationship would turn for the lifetime of the both. Under Gandhi's tutelage, Nehru was raised to the position of

General Secretary of the Congress. Nehru not only contributed to national movement of India but also gave the freedom struggle an international outlook in 1927 when he attended the congress of oppressed nationalities in Brussels in Belgium.

Nehru appealed for complete independence but he was objected to by Gandhi who proposed a dominion status for India in two years' time frame. When Gandhi's plea was rejected, and so was Nehru's presidency over the Lahore session in 1928, Nehru demanded for complete independence. This resolution made him the most significant leaders of the independence movement. Due to his

NOTES

participation in the salt Satyagraha, he was put into prison with a large number of nationalists. During the World War II, Nehru demanded for full assurance for India's independence and also the share of power and responsibility in the central government but the British did not oblige. In 1947, as India enjoyed the British departure from the Indian soil, it also suffered the pain of partition as the British had decided to divide the country into two-India and Pakistan.

Nehru's contribution to the country as a Prime Minister

Nehru was appointed the head of the interim government. Though he opposed the partition of India initially, due to Jinnah's powerful opposition, communal violence and political disorder, he was forced to accept this decision. Pakistan was formed on 14 August 1947 and Nehru became the Prime Minister of India. Nehru propelled

India towards technological advancements and innovations. He also professed equality for all, irrespective of caste, colour or creed. He brought many radical changes in domestic, international and social policies. Nehru established several industries and also advocated for a mixed economy where the government controlled public sector co-existed with the private sector. He was passionate about education. He believed that only education can bring reformation in young India.

Under his administration, he established many higher institutes for learning including All India Institute of Medical Sciences, The Indian Institute of Technology, The Indian Institute of Management and the National Institutes of Technology. He brought free and compulsory education to all children in his five year plan. Nehru also laid the stepping stone for the foundation of National Defense Academy, India. He realized the importance of defence and tried to equip the nation with the best modern equipment. Thus, Nehru toiled hard for the fast growth and development of India.

Jawaharlal Nehru as a Prose Writer

Nehru was not only a chief Indian spokesman for political affairs, but also a great thinker and writer of India. Next only to Gandhi, his writings and speeches have brought a new shape of things to be followed in the years to come. In his writings, his mind ranges over all human problems with equal interest. An avid reader, he inspirits the youth of India to be proud of their national heritage along with the rational points of the scientific temper.

Nehru's contribution is immense to Indo-English literature. He has enriched the store of Indian writing in English through voluminous works like *Letters from a Father to His Daughter* (1930), *Glimpses of World -History* (1934), *An Autobiography* (1936), *India and the World* (1936), *The Unity of India* (1941), *The Discovery of India* (1946) and *A Bunch of Old Letters* (1958).

As an Indo-English writer and as a politician, Nehru had chosen a vast area for his works. The crux of his writing comes from the freedom struggles of India. Hence, he came across several people with their different languages throughout India, more especially the languages of Northern India. The following words from *The Discovery of India* like *shikar, the satyagraha sabha, khilafat committee, moulvis, ulema, charkha, kuttaghar, lathi charges, bania,* to quote a few indeed, show his deliberate liking for the use of Indianised lexis items. Sometimes this code switching from English to Hindustani root words like 'Bramanisation' and 'Sahib log', develops a new syntax of sentence-formation. At time, he quotes the entire sentence in original form in order to emphasize his point. However, his language as a prose writer is simple and easy to grasp in spite of its complex structure. He has a wonderful mastery of language which provides a concrete shape to his prose writing.

Nehru as a Democrat

Jawaharlal Nehru was no Caesar, despite his obvious imperiousness. 'We want no Caesars' he said, when dictators were fashionable in Europe and many were fascinated by Hitler's or Mussolini's dazzling conquests of power. He had been a democrat for a long time before he took to the practice of parliamentary democracy. Nehru had watched with amusement and indifference, the burlesque of the Council entry programme of his father and others. He was an agitator and a soldier in the livery of freedom. He could not think of democracy without transfer of power and the sensation of real self-government.

For him, freedom of the people came first, freedom to shape their freedom as they liked, and they were not an abstraction. He thought of them as millions and millions of individuals, each with his individuality, each master of his fate; in spite of the exhilaration he felt before crowds, he did not think of them in mass or as groups. The ardent spirit with which he threw himself into the freedom struggle and the many battles he fought for civil liberties were a part of his passion for individual liberty, as a condition of national freedom.

Jawaharlal Nehru made no secret that he enjoyed power, not for itself but because it enabled him to make some history. Power does not rise from a vacuum, from adventurism or from the magic of personality. To be real, it must be a part of social power. He derived his power, not from the electorate, not even from Parliament, but from the appeal to the mass mind which he achieved as a part of the social processes which Gandhi had released and he accelerated.

He achieved leadership through rational means. However, he was a democrat by faith and self-discipline and was no less successful than Gandhi, because he

was always prepared to take his chances in the inner party struggles of the Congress party.

Jawaharlal Nehru was the first to articulate the idea of a Constituent Assembly long before such an assembly was set up under the Cabinet Mission scheme. A Constituent Assembly had for him the implications of a revolution; and in spite of the limitations under which the Constituent Assembly met and the intransigence of the Muslim League, he sought to endow it with revolutionary temper, and when freedom was not yet in sight, he sought to make it the instrument of revolution, not merely political but social and economic. He could see that it was not enough to have a constitution, a concept of territorial integrity, and armed forces to defend it.

The basis of the Constituent Assembly was the sovereignty of the people, and it was something more than a phrase for him. His speech on the Objectives Resolution was one of the greatest he ever made, not only eloquent in words but inspiring in its amplitude and depth. India was to be an Independent Sovereign Republic, wherein all the power and authority of the republic, its constituent parts and organs of the Government were derived from the people. Justice, social, economic and political, was to be guaranteed; there was to be equality of status and of opportunity; freedom of thought and expression and other freedoms were enumerated.

Despite his legal training, Nehru's mind was not legalistic and he did not profess to be learned in law, even in constitutional law, but he left his impress on constitution making, and even he could not make it as simple, easy and short as he would have liked. He thought much about its content and made provision for the future. The constitution had to be given the flesh and blood of an economic base, if it was not to be a paper constitution; it must serve the needs of the people, if it is not to be treated as a scrap of paper; and it must work, if it was not to break up. The problem was to make a nation from a confused, distraught people, and Jawaharlal Nehru sought to fit all problems into the framework of national unity. India was still a land of many races and religions and languages, and the diversity of its composite culture did not disturb Jawaharlal Nehru. He rather welcomed it as he understood the long drama of the past, of an India changing but with a continuity of tradition, and he also understood the transitional nature of the present and the unfolding of the future. The concept of a monolithic state in the name of oneness of culture was not acceptable to him, and he rejected the imposition of any majority culture. Behind the forms of democracy which the country was adopting, he saw the spirit of it in all its complex yet simple processes.

Nehru treated the Parliament with deference and respect because he believed in the virtues of parliamentary democracy, in the value of good precedents, and in

NOTES

the laying down and carrying out of policies with the consent of the people or their representatives. It was not easy, for with vast reserves of illiteracy the country had started with adult suffrage. However he knew that there was no other way. With many limitations, he enabled three general elections to become an impressive demonstration of the working of the world's largest democracy. After all, any democracy, whatever the forms and the rules, is government by deliberation, and it demands capacity for debate, and he taught this lesson ceaselessly. Democracy must ensure good government; it must allow criticism and correction; it means balances and checks.

He had, however, no new fanciful notions about democracy. To him the content was more important than the form. He sometimes suggested reform and thought aloud about better methods. But as a democrat, he waited for a consensus to develop. He did not think of a party less democracy; he rather thought that a party system would help principled working. Among his feats was the way he preserved the strength of the Congress and used it as a mighty instrument of his purposes.

The democracy which developed under Jawaharlal Nehru was not Jeffersonian or Jacksonian democracy or even the slavery-free democracy of Lincoln. It was a twentieth century democracy based on social and economic equality, trying to develop the temper of peace and prepared to undertake an industrial and technological revolution. The democratic process cannot be free unless it is freed from the grip of vested interests. Parliamentary democracy in this sense was Jawaharlal Nehru's dream. Whatever its failures, whatever the setbacks whatever the variations that are possible, he largely fulfilled that dream.

Check Your Progress

1. Whose writings influenced Jawaharlal Lal Nehru's thinking?
2. What propelled Nehru to become a highly significant leader of the Indian freedom struggle movement?

12.4 NEHRU: SUMMARY

Nehru's personality made an immediate impression in the first meeting itself. For years, the same impression, one can feel. Toynbee feels that the word 'impression' is too weak to describe him. The word 'captivation' comes nearer to the truth. He is the man who captivates the people with his single meeting.

Nehru has made a deep mark not only in his own country but on the whole world. There is not even the faintest touch of pomposity, self-importance, self-consciousness in him. Even among his busy schedule, and heavy burden of office

work, he maintained spontaneity and spirit of the youth. The weight of unforeseen breach between India and China only bow him down.

The first meeting of Toynbee with Nehru was amusing, illuminating and morally impressive. During inter-war years, Nehru was imprisoned by the British Government of India. After his release, Nehru visited England for a holiday. As invited by the English lady, Toynbee went for the lunch. She has purposefully invited Nehru and a British General, as these two men were connected in India.

Nehru teased the General so gently to make him friendly. In the hands of British rule, Nehru had bitter experience. He had painful experience during his imprisonment also. These were the grounds with which Nehru could express his bitterness but he showed none. Toynbee was reminded of Mahatma Gandhi's principle of fighting without hating. This memory of the lunch was as vivid in the mind of Toynbee as it had happened yesterday. But it happened thirty years ago.

Toynbee's second meeting with Nehru was a revealing one. In the year 1957, the University of Delhi, to honour Toynbee had decided to confer a degree on him. But he had been held up by the traffic, Nehru appeared there suddenly. He was running towards him.

Toynbee wondered at Nehru's act. Nehru had taken time to honour and please Toynbee by taking a personal part in the academic proceedings. It seemed to him that the mantle of Gandhi had fallen on Nehru, the Prime Minister after Gandhi's assassination. Nehru had taken the role of Gandhiji, reflecting his principles and simplicity.

Toynbee's last meeting with Nehru was in 1960. Toynbee decided not to talk about the subject of China, as Nehru laboured under this load. But he himself began this topic. When Toynbee came to New Delhi to give the second series of Azad Memorial Lectures, Nehru again made his time to take part in academic proceedings to give pleasure to the guest. The previous day only, he had personal loss. Lady Mountbatten, his close personal friend died yesterday only. Toynbee was deeply touched by his presence.

Toynbee assures that Nehru will be remembered as a historic figure. He is the lovable human being. He will be remembered unquestionably as a great statesman. We must be thankful for the noble men who wished to redeem politics in his short lifetime.

Nehru was eminent in his political career. His concern for his fellow human beings embraced the whole of mankind. He cared for mankind's welfare and destiny. Future generation will remember him for his vision.

Nehru served his fellowmen most fruitfully on the political stage. Unlike other ruthless masters, Nehru did not force people to move mankind. He tried it by persuading people. The other Indian leaders who moved people through

NOTES

persuasion, are Ram Mohan Roy, the founder of Brahmo Samaj and Mahatma Gandhi, Jawaharlal Nehru's master and mentor. So Nehru deserves to be remembered and immortalized.

NOTES

Check Your Progress

3. When did Toynbee meet Nehru for the last time?
4. Who appeared, when Toynbee had been held up by the traffic?
5. Who founded the Brahmo Samaj?
6. Who was Jawaharlal Nehru's master and mentor?

12.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Jawaharlal Nehru was highly influenced by the writings of Bernard Shaw, H.G. Wells, J.M. Keynes and G.M. Trevelyan who shaped much of his political and economic thinking.
2. Nehru's demand for total independence after the Lahore session in 1928 propelled Nehru to become a highly significant leader of the Indian freedom struggle movement.
3. Toynbee met Nehru for the last time in the year 1960.
4. Nehru appeared when Toynbee had been held up by the traffic.
5. Ram Mohan Roy founded the Brahmo Samaj.
6. Mahatma Gandhi was Jawaharlal Nehru's master and mentor.

12.6 SUMMARY

- Nehru's personality made an immediate impression in the first meeting itself. For years, the same impression, one can feel.
- Nehru has made a deep mark not only in his own country but on the whole world. There is not even the faintest touch of pomposity, self-importance, self-consciousness in him.
- The first meeting of Toynbee with Nehru was amusing, illuminating and morally impressive. During inter-war years, Nehru was imprisoned by the British Government of India.
- Nehru teased the General so gently to make him friendly. In the hands of British rule, Nehru had bitter experience.

NOTES

- Toynbee's second meeting with Nehru was a revealing one. In the year 1957, the University of Delhi, to honour Toynbee had decided to confer a degree on him. But he had been held up by the traffic, Nehru appeared there suddenly. He was running towards him.
- Toynbee's last meeting with Nehru was in 1960. Toynbee decided not to talk about the subject of China, as Nehru laboured under this load. But he himself began this topic.
- Toynbee assures that Nehru will be remembered as a historic figure. He is the lovable human being. He will be remembered unquestionably as a great statesman. We must be thankful for the noble men who wished to redeem politics in his short lifetime.
- Nehru served his fellowmen most fruitfully on the political stage. Unlike other ruthless masters, Nehru did not force people to move mankind. He tried it by persuading people.

12.7 KEY WORDS

- **Statesman:** He is an important and experienced politician, especially one who is widely known and respected.
- **Brahmo Samaj:** This was founded in 1828 by Raja Ram Mohan Roy with the objective of reforming the Hindu religion.
- **Historian:** It alludes to a person who specializes in the study of history and writes books and articles about it.

12.8 SELF-ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Write a note on the life and works of Jawaharlal Nehru.
2. When did Toynbee meet Nehru for the second time?
3. How was Nehru helpful to Toynbee in the second meeting?
4. Write a brief note on the humanistic traits of Nehru.

Long-Answer Questions

1. Narrate the first meeting of Nehru with Toynbee.
2. Describe the last meeting of Nehru with Toynbee.
3. Examine the personality of Nehru.

NOTES

12.9 FURTHER READINGS

Toynbee, J. Arnold. 1974. *Toynbee on Toynbee, A Conversation between Arnold J. Toynbee and G. R. Urban*, New York: Oxford University Press.

E. W. F. Tomlin. 1978. *Arnold Toynbee, A Selection from His Works*, with an *Introduction* by Tomlin: New York: Oxford University Press.

Baldwin, Lewis. 1991. *There is a Balm in Gilead*. Brand: Fortress Press.

UNIT 13 GRAMMAR-I

NOTES

Structure

13.0 INTRODUCTION

The elements of grammar are the building blocks of writing. One has to develop grammar skills. That will be helpful for students to write a large number of sentence, without errors. Grammar is central to good writing. By mastering grammatical categories and structures, students can write meaningful, logical and error-free sentences. This unit presents ways to write correct grammatical structures. It contains activities for practice in using concord, phrases and clauses and question tag to improve composition.

13.1 OBJECTIVES

After going through this unit, you will be able to:

- Explain the use of concord in English grammar
- Give examples of use of phrases and clauses
- Identify the kinds of question tags
- Evaluate the use of verbs and the types of verbs
- Analyze the degrees of comparison of an adjective or an adverb

13.2 CONCORD

The subject and the verb agree in number and person.

NOTES

1. The singular subject requires singular verb. I, you, he and it takes the singular verb.

   Examples:
   - I like coffee.
   - She sings a song.
   - He is a doctor.
   - He likes Carnatic music.

2. The plural subject requires a plural verb.

   Examples:
   - We have planned for a tour.
   - They fall from their seats.
   - Those boys play well.
   - They were idiots.
   - You were right.
   - You are right.

3. When two or more singular subjects are connected by 'and', they take the plural verb.

   Examples:
   - Priya and Preeti are friends.
   - He and I are friends.
   - Dharani and her mother were present.

4. In some contexts, two subjects are joined by 'and'. But they are considered to be a single unit. So that follows singular verb only.

   Examples:
   - Bread and butter is my favourite food.
   - Law and order is important.
   - Slow and steady wins the race.

5. When two singular nouns refer to the same person or thing, it should take singular verb.

   Examples:
   - The Principal and Director was present.
   - The actor and singer has arrived.

(Note: The actor and the singer have arrived)

6. When two singular subjects are joined by or, either…or, neither…nor, it takes the singular verb.

   Examples:

   - Either father or mother has to advise the child.
   - Neither the daughter nor the son takes care of the parents.
   - Either Nandhini or Parvathi is the doctor.
   - Neither the boys nor the teacher has been present.

7. If the singular subject is preceded by each and every, it takes the singular verb.

   Examples:

   - Each girl and boy was instructed.
   - Each day and each hour is important.
   - Each boy and each girl was hard working.
   - Every man and woman has attended the furniture.
   - Every man and every woman likes to visit Kodaikanal.

8. When two subjects are linked by as well as, as much as, rather than and more than, the verb agrees with the first subject.

   Examples:

   - Santhiya as well as her friends has passed.
   - The teacher as well as the boys has left.
   - Deva rather than his brothers, has understood the problems.
   - Meena, as well as Prema, visits my house.
   - The girls, with their parents, have arrived.
   - The tigers, unlike the donkeys, belong to the cat family.

9. When two subjects are linked by with, along with, besides, in addition to, the verb agrees with the first subject.

   Examples:

   - Kavitha with her children has come.
   - The students together with their Principal have left.

10. One or more

One or two	takes
A large number of students	plural verb
A great number of	
A good number of	

NOTES

11. One of
    Each of
    Everyone of
    Either of
    Neither of

    + plural noun takes singular verb

12. When every or each takes two single subjects connected by 'and', it takes singular verb.

    Example:

    Every student and faculty has to assemble.

13. 'None' with the meaning of 'no amount' takes singular verb.

    Examples:

    - None of your dresses is good.
    - There was none in the classroom.

14. The terms like 'five rupees', 'hundred rupees', 'two weeks', 'five miles' take singular verb.

    Examples:

    - Five kilometres is not a walkable distance nowadays.
    - Two months is such a short period.
    - Hundred rupees is not a big sum.

15. Collective nouns like government, parliament, audience, committee, family, public can be treated as singular or plural subject. They agree with singular or plural verb.

    Examples:

    - The government works for the people.
    - The government have schemes for the welfare of the people.
    - My family lives in Chennai.
    - My family live in Madurai.

16. Nouns like luggage, furniture, equipment, traffic are plural in meaning, singular in form, with singular verbs.

    Examples:

    - The luggage was not heavy.
    - The furniture is broken.
    - The clothing seems to be fine.

17. Words like 'both', 'few', 'many', 'several' take plural verb.

    Examples:

    - Several books have been received
    - Both have agreed to the point.

18. One, each, every, either, neither, everyone, everybody, someone, somebody, anyone, anybody, something, no one, none, nobody take singular verb.

    Examples:

    - Everyone likes music.
    - One of them was a student.
    - No one is allowed to enter.

19. A number of + Plural noun = takes plural verb.

    'the number of' = takes singular verb.

    Examples:

    - A number of students apply for the exam.
    - The number of students selected for the seminar is very small.

13.3 PHRASES

A phrase is a group of words without finite verb. It has meaning. Normally, phrases begin with prepositions. There are three kinds of phrases.

1. Noun Phrases
2. Adjective Phrases
3. Adverb Phrases

Noun Phrase

It functions as a noun.

Examples:

- I like *reading books*.
- She wants to *sleep*.
- She pretends to *be honest*.
- We do not intend *going there*.
- My ambition is to *become a teacher*.
- I like *watching animated series*.
- I want to go *to the movies*.

The Adjective Phrase

- It functions as an adjective, qualifying noun or the pronoun.
- To understand the adjective phrase clearly, one should know the difference between adjectives and adjective phrases.

Adjectives	*Adjective Phrases*
A white elephant	An elephant with a white skin

NOTES

A heavy load	A load of great weight
The longest day	The day of greatest length
A blue-eyed boy	A boy with blue eyes
A golden crown	A crown made of gold

Examples:

- We saw the bird *of a rare species*.
- A friend *in need* is a friend indeed.
- She wears a saree *made of cotton*.
- This woman *with blue saree* is Meena.
- He is the soldier *of good abilities*.
- One should be *free from fear.*
- She is a woman of *great learning*.
- He is a man *with bad temper*.
- A stitch *in time* saves nine.

Pick out the adjective phrases in the following sentences:

1. Wild beasts in small cages are a sorry sight.
2. A friend in need is a friend indeed.
3. Gardens with cool shady trees surround the village.
4. He is a man of very considerable character.
5. A man in great difficulties came for help.

The Adverb Phrase

- It functions as an adverb, modifying verb / adjective / another adverb.

Examples:

- The Sun rises *in the east*.
- The stone fell *on the ground*.
- Birds fly *in the sky*.
- Man decides to set foot *on the moon*.
- He works *in a factory*.
- We can buy it *in all shops*.
- She lives *in a village*.
- They spoke *in a rude manner*.

NOTES

Check Your Progress

1. Choose the correct verb to complete the sentence.
    i. Board and lodging ____ (was / were) free for us.
    ii. Neither coffee nor tea ___ (is / are) good for us.
    iii. Physics ___ (is / are) my favourite subject.
    iv. Fifty rupees ___ (is / are) enough for a day.
    v. Mohana, like her sisters ___ (is / are) tall.
    vi. 'The Adventures of Tom Sawyer' ___ (is / are) a very interesting book.
    vii. The family ___ (has / have) problems.
    viii. The West Indies ___ (has / have) won the match.
    ix. The workers, as well as, their leader ___ (has / have) agreed.
    x. The ship, with its crew, ___ (was / were) lost.
2. Complete the following sentences, choosing the correct form of the verb.
    i. The news ___(is / are) true.
    ii. No news ____ (is / are) bad news.
    iii. Slow and steady _____ (win / wins) the race.
    iv. Early to bed and early to rise, ____ (make / makes) a man wise.
    v. Either he or she ____ (have / has) stolen the wealth.
    vi. Civics ___ (is / are) my choice of subject.
    vii. My father or my mother _____ (is /are) arriving today.
    viii. Neither the handbag nor the hair band _____ (match / matches) the dress.
    ix. One thousand rupees ___ (is / are) a high price to pay.
    x. The news ____ (saddens / sadden) me.
    xi. None of us ___ (is / are) to blame.
    xii. Everyone ____ (has / have) a good time.
    xiii. His clothes ____ (was / were) dirty.
    xiv. Men and women ____ (has / have) to work hard.
    xv. Neither she nor I ____ (is / am) going to school.
    xvi. The crowd ____ (get / gets) angry.
    xvii. The committee ___ (meets / meet) every Monday.
    xviii. There ____ (are / is) ten clean vessels.
    xix. Both ____ (is / are) happy.

NOTES

xx. Everybody ____ (enjoy / enjoys) nature.
xxi. Each ____ (get / gets) a prize for participation.
xxii. A pair of trousers ___ (is / are) on the bed.
xxiii. A pair of scissors ____ (is / are) on the table.
xxiv. Priyanka as well as her friends ___ (is / are) beautiful.
xxv. More than two apples ____ (is / are) here.
xxvi. More than one orange ____ (is / are) here.
xxvii. Nothing ___ (come / comes).
xxviii. Everybody ____ (admire / admires) him.
xxix. His manners _____ (is / are) good.
xxx. James and Charles ___ (is / are) here.
xxxi. Everyman ____ (like / likes) cricket.
xxxii. Most of the men ____ (is / are) tall.
xxxiii. All ___ (is / are) seated in the exam hall.
xxxiv. All ____ (is/ are) with us.
xxxv. Each student ____ (has / have) a pendrive.
xxxvi. A large number of students ____ (has / have) failed in the exam.
xxxvii. Bread and butter ____ (is / are) the only food he likes.
xxxviii. Time and tide ____ (wait/ waits) for no man.
xxxix. The majority of students ___ (is / are) late to school.
xl. A lot of trees ___ (has / have) been cut down.
xli. Gold and Silver ___ (is / are) precious metals.
xlii. Water and oil ___ (do / does) not agree.
xliii. One of the boys ____ (was / were) absent yesterday.
xliv. Everybody ___ (is / are) crying for water.
xlv. No one ____ (want / wants) to be sad.
xlvi. Many a mosquito ___ (has / have) died.
xlvii. Many ___ (was / were) called but few were chosen.
xlviii. Most of the money ___ (has / have) been spent.
xlix. Most of the girls ____ (has / have) gone home.
l. Several students ____ (was / were) absent.

13.4 CLAUSES

There are two kinds of clauses:

1. Main clause
2. Subordinate clause

Main clause gives the full meaning. It has finite verb. It is complete in itself with meaning and structure.

The subordinate clause is a dependent clause. It has finite verb. To get full meaning, we need to depend on the main clause. So it is called dependent clause.

Subordinate clauses are of three kinds:

1. The Noun Clause
2. The Adjectival Clause
3. The Adverbial Clause

The Noun Clause

It functions like a noun. It works as

i. subject of the verb
ii. object of the verb.
iii. Object of a preposition
iv. In apposition with a noun or a pronoun
v. The complement of the verb

Noun functioning as the subject of the verb

i. What he said is not heard by any person.
ii. That it will rain today is certain.
iii. That you are a kind man is known to everyone.
iv. Why he went to America is a mystery.

Noun functioning as the object of the verb

i. Tell me what you saw in Madurai.
ii. I hoped *that I would pass.*
iii. I hoped *that he would pass*.
iv. He said *that he would help her.*
v. I do not know *when my brother returns*.

Noun functioning as the object of the preposition:

i. Please listen to *what elders say.*
ii. Take interest in *what we are doing*.

Noun functioning in apposition with a noun or a pronoun:

i. Your statement *that he is not a Principal* is true.
ii. The news *that there will be an earthquake* is true.

Noun functioning as the complement of the verb:

i. My opinion is *that he is pretentious*.
ii. My prayer is *that all should be contented and peaceful*.
iii. My fear is *that there may be a lion in the cave.*
iv. This is *what I feel about it*.

13.5 QUESTION TAG

NOTES

A question tag is a small question that is tagged at the end of the sentence. The purpose of it is not to repeat the main verb. It is in the form of 'be' or other auxiliary verb or modal. It is a mini-question. It carries an auxiliary verb and personal pronoun. To get the answer only, question tags are used at the end of the sentence.

Rules

1. When the statement is positive, the tag is negative

   Example: You like swimming, don't you?
2. When the statement is negative, the tag is positive.

   Example: You don't like smoking, do you?
3. A question tag has the same auxiliary verb that is in the main clause.

   Example: You ought to reply, oughtn't you?

   You were in the bathroom, weren't you?
4. When there is no auxiliary in the verb, we add 'do' with simple present and 'did' with simple past, as we do normally for making questions with that tense.

   Example: You like swimming, don't you?

   You liked hiking, didn't you?
5. When the statement carries the noun as subject, then change the noun into pronoun.

   Example: Seetha is not crying, is she?
6. The question tag for I am is aren't I?

   Example: I am alight, aren't I?
7. 'Let us' carries the question tag as 'shall we' to make suggestions.

   Example" Let's go home, shall we?
8. After imperatives, when we want people to do things, add the tags will / would you? Can / could you?

   Example: Close the door, will you?
9. The subject 'there' can be used in the question tag.

   Example: There weren't any people at hall, were there?

   There were many trees, aren't there?

   There was a definite glory, wasn't there?
10. After somebody, someone, everybody, everyone, nobody, no one, use 'they' in question tags.

Examples:

- Nobody visited, didn't they?
- Everybody will accept this, won't they?
- Someone broke it, didn't they?

11. When the word conveys negative meaning, such as none, no one, nobody, no, never, seldom, hardly, scarcely, the tag is in positive form.

Examples:

- Nobody was there, were they?
- Kannan never attends the classes, does he?

Negative Verbs and Verb Contractions:

The apostrophe (') is added to auxiliary verb when not is used to form a contraction.

Negative Verbs Verb Contractions

Is not	isn't
Are not	aren't
Was not	wasnt
Were not	werent
Will not	won't
Would not	wouldn't
Can not	can't
Could not	couldn't
Has not	hasn't
Have not	haven't
Had not	hadn't
Do not	don't
Does not	doesn't
Did not	didn't
Need not	needn't
Should not	shouldn't
Must not	mustn't

Question tags are used for confirmation. The expected answer is 'yes' or 'no'. The positive statement carries negative question tag.

Positive statement	***Negative Question Tag***
It is hot	isn't it?
They are coming.	aren't they?
He will agree	won't he?
Sheela can help us	can't he?
He could return immediately.	couldn't he?
She has intelligence	hasn't she?

NOTES

He was at home	wasn't he?
You would help	wouldn't you?
You have a computer	haven't you?
He enjoys	doesn't he?
He drank tea	didn't he?

The negative statement carries positive question tag.

Negative statement	***Positive Question Tag***
It is not expensive	is it?
There are not any problems	are there?
He won't cook	will he?
They can't swim	can they?
She couldn't see you	could she?
You have not given up smoking	have you?
Lucy was not keen on going	was she?
she would not invite us	would she?
she has not taken dinner	has she?
no one brought the things	did they?

Check Your Progress

3. Identify the noun phrases in the following sentences:
   (i) Vijay Simhan wished to talk to his Manager.
   (ii) Nilabar wanted to pay back every penny she owed.
   (iii) Vinoth refused to answer my questions.
   (iv) Sathish denied taking the money.
   (v) Shreya will never do such a thing.
4. Fill in the Blanks:
   i. It is very hot today, ____?
   ii. She passed her exam, ____?
   iii. Your college is far away from here, ____?
   iv. You can swim, _____?
   v. You will ridicule her, ____?
   vi. We love our country, _____?
   vii. She drove the car, _____?
   viii. He knows French, _____?
   ix. His parents are rich, _____?
   x. You are tired, _____?

NOTES

xi. Let's go home now, ____?
xii. Pass the salt, ____?
xiii. Bring me the sugar, ____?
xiv. I am your friend, ____?
xv. I am the winner, ____?

13.6 CORRECTION OF ERRORS

Good vocabulary and good pronunciation go together. Just knowing the meanings of new words will not help. You must also learn to pronounce new words properly. Therefore, while learning a new word, one should learn its spelling, its meaning and its pronunciation. Correct pronunciation is extremely important because it will affect the way you spell the word. If the pronunciation is incorrect, chances are that the spelling will be incorrect too.

The main purpose of pronouncing words correctly is to be able to sound warm and pleasant, to communicate ideas properly and clearly. Pronunciation has nothing to do with 'impressing' listeners or portraying 'high class' or 'refinement'. One should not adopt a particular pronunciation just because it sounds 'high class'.

13.6.1 Common English Errors

1. Some errors arise out of the incorrect use of a word or an expression in place of the correct one.

Some examples are:

INCORRECT	CORRECT
Furniture is generally made of wood.	Furniture is generally made *from* wood.
I could not find an empty parking lot.	I could not find a *vacant* parking lot.
He highly deserves to be punished.	He *richly* deserves to be punished.
What is the time in your watch?	What is the time *by* your watch?
My head has been paining since morning.	My head has been *aching* since morning.
He earns fifty thousand rupees per month.	He earns fifty thousand rupees *a* month.
Doesn't he have a childish smile?	Doesn't he have a *childlike* smile?
I didn't know that he was so coward.	I didn't know that he was so *cowardly*.
That man is such a miser.	That man is so *miserly*.
Shall I credit the amount to your name?	Shall I credit the amount to your *account*?
They received a cheque of Rupees one lakh.	They received a cheque *for* Rupees one lakh.
I think he is totally right.	I think he is *perfectly* right.
He seemed to be out of sort.	He seemed to be out of *sorts*.
The murderer was hung this morning.	The murderer was *hanged* this morning.
The programme was telecasted yesterday.	The programme was *telecast* yesterday.
He was taken as a thief.	He was taken *for* a thief.

NOTES

2. Some errors arise not because of the incorrect use of a word or an expression, but because of a redundant (extra) word in the sentence.

Some examples are

INCORRECT	CORRECT
He should not have picked up the quarrel.	He should not have picked the quarrel.
She lived till the age of eighty years.	She lived till the age of eighty.
Is she your cousin sister?	Is she your cousin?
Just then, the clock struck three hours.	Just then, the clock struck three.
Her suspicion was proved wrong.	Her suspicion proved wrong.
Is he your cousin brother?	Is he your cousin?
I wish we had another alternative.	I wish we had an alternative.
I think he resembles to his grandfather.	I think he resembles his grandfather.
Will you wait till I do not return?	Will you wait till I return?
He seemed to be of fifty years.	He seemed to be fifty years old.
Please report back to me.	Please report to me.
We ordered for mushroom soup.	We ordered mushroom soup.
There are very many designs to choose from.	There are many designs to choose from.

3. While some errors occur because of an extra word in the sentence, other errors occur because a word or some words have been omitted.

Some examples are:

INCORRECT	CORRECT
Do you have a pencil to write?	Do you have a pencil to write *with*?
These houses are for the poor to live.	These houses are for the poor to live *in*.
Do you know to drive?	Do you know *how* to drive?
Yash looks quite grown now.	Yash looks quite *grown-up* now.
Their services have been dispensed.	Their services have been dispensed *with*.
Have you written him about the news?	Have you written *to* him about the news?
I find hard to wake up early in the morning.	I find *it* hard to wake up early in the morning.
He met an accident last night.	He met *with* an accident last night.
In India, cows are regarded sacred.	In India, cows are regarded *as* sacred.
Do you pray God daily?	Do you pray *to* God daily?

4. Some errors occur because of the wrong arrangement of words in a sentence.

Some examples are:

INCORRECT	CORRECT
Being dirty, she decided to wash the dress.	As the dress was dirty, she decided to wash it.
While crossing the road, a car hit him.	While he was crossing the road, a car hit him.
Being built on sand, a house will fall.	If a house is built on sand, it will fall.
They were robbed, going through the forest.	They were robbed while going through the forest.
I met a man with a glass eye named Joe.	I met a man named Joe, who had a glass eye.

5. Many errors occur because of our tendency to translate literally from Hindi to English.

   Some examples are:

INCORRECT	CORRECT
Both of them do not care for the child.	Neither of them cares for the child.
He is cent percent correct.	He is hundred percent right.
Her hairs are very long.	Her hair is very long.
They made her to do all the work.	They made her do all the work.
Didn't you get the informations?	Didn't you get the information?
Five thousand rupees are a meagre amount.	Five thousand rupees is a meagre amount.
Could you please close the fan?	Could you please turn off the fan?
Neither of the books were interesting.	Neither of the books was interesting.
The area of my house is more than your house.	The area of my house is more than that of your house.
None of the girls have come today.	None of the girls has come today.

NOTES

Check Your Progress

5. Give two examples of the incorrect usage of a word. Give the correct sentence in brackets.
6. Give two examples of the use of an extra word in a sentence. Give the correct sentence in brackets.
7. Give two examples of errors arising out of the omission of a word in a sentence. Give the correct sentence in brackets.

13.7 USE OF VERBS

A part of speech where an existence, action, or occurrence is expressed is called a verb.

Create, *run*, *walk*, and *exist* are examples of verbs. A verb is an essential part of the predicate of a sentence.

Any word which characterizes an action or state of being is a verb. Therefore, the verb is the most important part of a -1sentence because a sentence cannot be

NOTES

formed without it. Verbs can denote three things:

1. What a person *does*, *did* or *will do*:

   Examples:

   - The children *play* all day.
   - Ravi *played* tennis yesterday.
   - Kripa *will play* in the evening as usual.

2. What a person, place or thing *is*, *was* or *will be*:

   Examples:

   - I *am* tired.
   - The milk*was* hot.
   - The shop *will be closed* tomorrow.

3. What *is*, *was* or *will be* done to a person, place or thing:

   Examples:

   - The doll *is* broken.
   - Kartik *was hit* by the ball on his head.
   - The house *will be sold* by next month.

   More examples:

   - My first employer**was** Mr Munjal, however, I **remember** the training manager, Mr Gautam Saigal more vividly.
   - In early February, my mother**will plant** roses.
   - Tigers **bite** their victims on the neck.
   - The Taj Mahal hotel in Mumbai**was destroyed** in the terror attack**.**
   - My baby **cries** all day.
   - My mother **cooks** dinner for us.
   - The maid **buys** vegetables on her way to work.
   - My baby **cried** all day.
   - My mother **cooked** dinner for us yesterday.
   - The maid **bought** vegetables on her way to work.
   - My baby**will cry** all day if I am not around.
   - My mother**will cook** dinner for us tomorrow.
   - The maid**will buy** vegetables on her way to work.
   - The child **is** crying.
   - The coffee **is** hot.
   - The table **is** dirty.
   - The child**was** crying.
   - The coffee **was** hot.

- The table **was cleaned**.
- The child**will be going** to school.
- The coffee in the flask **will be** hot.
- The table **will be cleaned** tomorrow.

NOTES

13.7.1 Types of Verbs

Verbs are of three types:

- Transitive
- Intransitive
- Auxiliary

(i) Transitive Verb

A transitive verb requires an object to complete its meaning. If we say, 'Sapna broke', it does not make sense. An object has to be added after the verb to complete the sense, for example, 'Sapna broke the plate'. In a transitive verb, the action passes from the subject to the object.

Example: Rudra drank the milk. (*Rudra* is the subject; *drank* is the verb; and the action passes to *the milk*.)

Some transitive verbs have two objects—a direct object and an indirect object.

Example: Meena gave *Lila* a *book*.

In the above example, *book* is the direct object; *Lila* is the indirect object.

Examples

- Mary sees Lily. ('Lily' is the direct object of 'sees')
- Raja lifted the suitcase. ('suitcase' is the direct object of 'lifted')
- The teacher punished you. ('you' is the direct object of 'punished')
- I give you all my love. ('love' is the direct object of 'give' and 'you' is the non-prepositional indirect object of 'give')
- Rohit traded Maria a pie for a chocolate. ('Maria', 'pie', and 'chocolate' are all objects of 'traded')
- The audience attentively **watched** the latest Harry Porter movie.

A **transitive verb** is incomplete without a direct object.

Take a look at the following examples:

Incomplete

The cabinet **holds**.

Complete

The cabinet **holds** four music CDs and two books.

NOTES

Incomplete

The company **named**.

Complete

The company **named** a new chief executive officer.

Incomplete

The man **stole**.

Complete

The man **stole** the suitcase.

(ii) Intransitive Verb

An intransitive verb does not require the action to pass to any object.

Example: The baby *cries*. (action)

An intransitive verb also denotes a state of being.

Example: He *is* intelligent. (being)

An intransitive verb often takes an object whose meaning is closely connected to its own:

Examples

- Grandfather *laughed* a hearty *laugh*.
- The beggar *died* a sad *death*.
- Elizabeth will not *wake* until sunrise. (wake has no object)
- Lizzy *complains* too much. (complain has no object)
- Mary's grandmother *died* on Sunday. (die has no object)
- She would like to sleep longer, but she must leave.
- The housekeeper *watched* while the new maid picked up the pieces of the broken glass.
- The crowd *ran* across the stadium in an attempt to see the movie star get into his car.

(iii) Auxiliary Verb

An auxiliary verb is one that is not used alone. It helps a main verb.

Examples

Manoj *has finished* his dinner.

In the above example, *finished* is the main verb; *has* is the auxiliary verb.

The auxiliary or helping verbs are:

- **Be** (is, am, are, was, were)
- **Have** (has, had)
- **Do** (does, did)
- **May** (might)

- **Can** (could)
- **Shall** (should)
- **Will** (would)
- **Must**; **let**.

Examples

- Ravi **is** the chief manager.
- The coffee mugs **are** in the cabinet.
- Ruby **does** this kind of thing very often.
- My husband and I **do** the cleaning every week.
- I won't be able to complete my work because Suzy still **has** my laptop.
- We **have** many types of food in the fridge.

13.7.2 Finite and Infinite Verbs

A **finite verb** changes with the subject. In this case, the subject is the person, object, place or animal we are referring to in the sentence. The verb does not change when the subject is in first or second person or is plural. When the subject is in the third person or is singular, the verb changes from say, 'run' to 'runs'. The verb 'run' is a finite verb. All sentences should have a finite verb.

Subject	***Singular Subject***	***PluralSubject***
First Person	I run	We run
Second Person	You run	You run
Third Person	He runs	They run
Third Person	She runs	They run
Third Person	It runs	They run
The crayon/s	The crayon is	The crayons are
The frogs/s	The frog does	The frogs do
The bird/s	The bird has	The birds have

The infinitive verb is always followed by 'to' and the meaning does not change with the subject like in the case of the finite verb:

Subject	*Singular Subject*	*Plural Subject*
First Person	I want to read.	We want to read.
Second Person	You want to read.	You want to read.
Third Person	He wants to read.	They want to read.
She wants to read.	They want to read.	
It wants to read.	They want to read.	

NOTES

13.8 DEGREE OF COMPARISON

The degree of comparison of an adjective or an adverb in a sentence can be changed without changing the meaning of the sentence.

For example:

Ravi is as strong as Rahul.

This sentence is in the positive degree.

This sentence can be changed into a comparative sentence.

- Ravi is not stronger than Rahul.

This sentence conveys the same meaning as the above sentence.

The degree of comparison can be changed into any other degree if required.

For example:

(i) **No other man** was **as strong as** Bhima. (Positive)
Bhima was **stronger than any other man**. (Comparative)
Bhima was **the strongest of all men.** (Superlative)

(ii) The Anaconda is **larger than all other snakes**. (Comparative)
No other snake in the world is **as large as** the Anaconda. (Positive)
The Anaconda is **the largest snake** in the world. (Superlative)

(iii) Venice is **the most beautiful** place I have seen. (Superlative)
No other place I have seen is **as beautiful as** Venice. (Positive)
Venice is **more beautiful than any other** place I have seen. (Comparative)

(iv) Delhi is one of **the biggest cities** in India. (Superlative)
Very few cities in India are **bigger than** Delhi. (Comparative)
Most cities in India are **not as big as** Delhi. (Positive)

13.8.1 Comparison of Adverbs

Only some adverbs have three degrees of comparison and can be compared like adjectives.

1. In case of adverbs of one syllable, the comparative degree is formed by adding *er* and the superlative degree is formed by adding *est* to the positive degree.

Positive	Comparative	Superlative
Soon	sooner	soonest
Fast	faster	fastest
Hard	harder	hardest

An exception is the adverb *early* (early**,** earlier, earliest).

NOTES

2. All adverbs ending in *ly* form the comparative and superlative by the addition of *more* and *most*, respectively.

Positive	Comparative	Superlative
Happily	more happily	most happily
Swiftly	more swiftly	most swiftly
Gracefully	more gracefully	most gracefully

3. Some adverbs form their comparative and superlative irregularly.

Positive	Comparative	Superlative
Far	farther	farthest
Late	later	latest
Little	less	least
Badly	worse	worst
Good	better	best
Much	more	most

13.8.2 Sentence Adverbs

Some adverbs modify whole sentences or phrases and not just the verb. Such adverbs are called sentence adverbs. These sentence adverbs are often placed at the beginning of the sentence though some are used in other positions. They are separated from other words by commas to show how they apply to the whole sentence.

Examples: **Usually**, my mother is busy in the kitchen during the day.

Hopefully, the crops will do well.

Some adverbs are often followed by 'enough' when they are used to express an opinion. These are: curiously, funnily, interestingly, oddly and strangely. Such words are also called sentence adverbials or adverbs.

Examples: **Strangely enough**, she was not scared of the water.

Funnily enough, the fat boy ran out to hug us.

Fortunately enough, we found the missing key.

Check Your Progress

8. Define a verb. Give examples.
9. Name the three types of verbs.
10. What are sentence adverbs?

13.9 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

NOTES

1. i.	Was	ii.	Is
iii.	Is	iv.	Is
v.	Is	vi.	is
vii.	Has	viii.	Has
ix.	Have	x.	Was
2. i.	Is	ii.	Is
iii.	Wins	iv.	Makes
v.	Has	vi.	is
vii.	Is	viii.	Match
ix.	Is	x.	Saddens
xi.	is	xii.	Has
xiii.	Were	xiv.	Have
xv.	Am	xvi.	gets
xvii.	Meets	xviii.	Are
xix.	Are	xx.	Enjoys
xxi.	gets	xxii.	Is
xxiii.	Is	xxiv.	Is
xxv.	Are	xxvi.	is
xxvii.	Comes	xxviii.	Admires
xxix.	Are	xxx.	Are
xxxi.	likes	xxxii.	Are
xxxiii.	Is	xxxiv.	Was
xxxv.	Has	xxxvi.	have
xxxvii.	Is	xxxviii.	Waits
xxxix.	Are	xl.	Have
xli.	are	xlii.	do
xliii.	was	xliv.	is
xlv.	Wants	xlvi.	has
xlvii.	Were	xlviii.	Has
xlix.	Have	l.	Were

3. (i) to talk to his Manager

   (ii) to pay back every penny she owed.

(iii) to answer my question.
(iv) taking the money.
(v) such a thing.

4. (i) isn't it? (ii) didn't she?
(iii) isn't it? (iv) can't you?
(v) won't you? (vi) don't we?
(vii) didn't she? (viii) doesn't he?
(ix) aren't they? (x) aren't you?
(xi) shall we? (xii) will you?
(xiii) will you? (xiv) aren't I?
(xv) aren't I?

5. What is the time in your watch? (What is the time by your watch?)

   The murderer was hung this morning. (The murderer was hanged this morning.)

6. He should not have picked up the quarrel. (He should not have picked the quarrel.)

   Please return back the book by Sunday. (Please return the book by Sunday.)

7. Do you have a pencil to write? (Do you have a pencil to write with?)

   He met an accident last night. (He met with an accident last night.)

8. A part of speech where an existence, action, or occurrence is expressed is called a verb. *Create*, *run*, *walk*, and *exist* are examples of verbs. A verb is the essential part of the predicate of a sentence.

9. Verbs are of three types:
   (i) Transitive
   (ii) Intransitive
   (iii) Auxiliary

10. Some adverbs modify whole sentences or phrases and not just the verb. Such adverbs are called sentence adverbs.

13.10 SUMMARY

- The elements of grammar are the building blocks of writing. One has to develop grammar skills.
- By mastering grammatical categories and structures, students can write meaningful, logical and error-free sentences.
- Collective nouns like government, parliament, audience, committee, family, public can be treated as singular or plural subject.

NOTES

- A phrase is a group of words without finite verb. It has meaning. Normally, phrases begin with prepositions.
- Main clause gives the full meaning. It has finite verb. It is complete in itself with meaning and structure.
- A question tag is a small question that is tagged at the end of the sentence. The purpose of it is not to repeat the main verb.
- Good vocabulary and good pronunciation go together. Just knowing the meanings of new words will not help. You must also learn to pronounce new words properly.
- The main purpose of pronouncing words correctly is to be able to sound warm and pleasant, to communicate ideas properly and clearly.
- A part of speech where an existence, action, or occurrence is expressed is called a verb.*Create*, *run*, *walk*, and *exist* are examples of verbs. A verb is the essential part of the predicate of a sentence.
- Verbs are of three types:
  (i) Transitive
  (ii) Intransitive
  (iii) Auxiliary
- A transiztive verb requires an object to complete its meaning. If we say, 'Sapna broke', it does not make sense. An object has to be added after the verb to complete the sense, for example, 'Sapna broke the plate'. In a transitive verb, the action passes from the subject to the object.
- An intransitive verb does not require the action to pass to any object.
- An auxiliary verb is one that is not used alone. It helps a main verb.
- A finite verb changes with the subject. In this case, the subject is the person, object, place or animal we are referring to in the sentence.
- The degree of comparison of an adjective or an adverb in a sentence can be changed without changing the meaning of the sentence.
- Some adverbs modify whole sentences or phrases and not just the verb. Such adverbs are called sentence adverbs.

13.11 KEY WORDS

- **Verb:** A part of speech where an existence, action, or occurrence is expressed is called a verb.
- **Prepositions:** Prepositions specify place, direction and time. A preposition establishes a connection between the nouns, phrases and pronouns in a sentence to other words in that sentence.
- **Phrase prepositions:** Phrase prepositions are a group of words, or a phrase containing the force of a single preposition.

- **Sentence adverbs:** Some adverbs modify whole sentences or phrases and not just the verb. Such adverbs are called sentence adverbs.

NOTES

13.12 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Pick out the noun clause, identifying its kind:
   i. We are glad *that you have passed*.
   ii. He feels sorry *that he has failed*.
   iii. I was certain *that it will rain today*.
   iv. He is sure *that he will secure first rank*.
2. Fill in the correct answer.
   (i) There ____ (is / are) little money left. With that money, we cannot buy all we need.
   (ii) My sister and brother never _____ (quarrel / quarrels)
   (iii) Everybody ____ (is / are) unique.
   (iv) Neither of these colours really ____ (suit / suits) you.
   (v) His nature and desire to win ___ (is / are) responsible for his success.
3. Give examples of finite and infinite verbs.
4. How can adverbs be compared?

Long-Answer Questions

1. Mark the type of phrase, pointing out the type of phrases in the following sentences.
   i. I reached college on foot.
   ii. She lost everything she possess.
   iii. This metal is of great value.
   iv. The diamond is shining in the room.
   v. The thief killed the robber with the knife.
   vi. He saw me crossing the bridge.
   vii. The Sun sets in the West.
   viii. My father is working in the police department.
   ix. He is a man of great learning.
   x. I went to play in the garden.
2. Choose the correct question tag for the following statements:
   i. Children like to follow their parents, ____?
   (a) isn't it? (b) do they? (c) don't' they?

NOTES

ii. She was a nice girl, _____?
   (a) was she? (b) wasn't she? (c) isn't it?
iii. Everyone warned you ______?
   (a) isn't it? (b) didn't he? (c) didn't they?
iv. You saw the scorpion, _____?
   (a) did you? (b) didn't you? (c) don't you?
v. Let us have tea, _____?
   (a) will we? (b) didn't we? (c) shall we?
vi. Your mother cooks well, _____?
   (a) isn't it? (b) does she? (c) doesn't she?
vii. None of them know German _______?
   (a) did they? (b) do they? (c) will they?
viii. Our players did not play well, _______?
   (a) isn't it? (b) did they? (c) didn't they?
ix. I am the leader of this group, _____?
   (a) isn't it? (b) am I? (c) aren't I?
x. They won't come with us, _____?
   (a) don't they? (b) won't they? (c) will they?

3. 'Verb can denote three things.' Referring to the given statement, discuss the use of verbs and the types of verbs.
4. Analyse the degrees of comparison of an adjective or an adverb.

13.13 FURTHER READINGS

Vikas Publishing House.Azar, B.S. 2003. *Fundamentals of English Grammar*. New York: White Plains.

Altenberg, E.P. and Vago, R.M. 2010. *English Grammar: Understanding the Basics*. Cambridge: Cambridge University Press.

Kassis, Riad Aziz. 1999. *The Book of Proverbs and Arabic Proverbial Works.* Koln: BRILL.

Raymond, Murphy. 1986. *English Grammar in Use*. Cambridge: Cambridge University Press.

Wolff, Jonathan. 2006. *An Introduction to Political Philosophy*. Oxford: Oxford University Press.

UNIT 14 GRAMMAR-II

NOTES

14.0 INTRODUCTION

In most English class, compositions can be called an essay, report, presentation or a term paper. In English composition, the students are learning to compose and clearly communicate in writing. The result is to make them learn to write persuasively. Excelling in English Composition not only makes you a better writer, but it also helps you develop great research, critical thinking and proofreading skills as well. The skills learned in English composition will serve them for the rest of their life. In this unit, you will study about the use of proverbs, group discussion, ways of apologizing, requesting and saying thanks, types of sentences and conditional sentences.

14.1 OBJECTIVES

After going through this unit, you will be able to:

- Prepare a list of proverbs
- Analyse the importance of group discussion
- Examine the ways of apologizing, requesting and saying thanks

- Discuss the types of sentences
- Elaborate conditional sentences

NOTES

14.2 EXPANSION OF PROVERBS

14.2.1 Guidelines for Expanding Proverb

(i) Understand the meaning
(ii) Write about the significance
(iii) Write about the implications
(iv) Examples from real life
(v) Examples from books
(vi) Examples from movies
(vii) Examples from any other sources
(viii) Arrange thoughts in a sequence
(ix) Use simple language
(x) Write for a page
(xi) Avoid writing with beginning 'This proverb means…' or 'It is a famous proverb.'
(xii) Give an impressive conclusion.

14.2.2 Samples for Proverb Expansion

Failures are the pillars of success

Life is full of ups and downs. Sufferings, misfortunes and hardships can not be avoided. While facing these negatives of life, one should not lose hope. With strong determination, hope and courage, one has to march ahead. One should not feel depressed and disappointed by the misfortunes. With will power, strength, vigour, one has to move ahead. One has to realise one's dreams, while facing misfortunes in life. Mahatma Gandhi the freedom fighter of India, failed several times, in his struggle towards getting freedom for India. But he did not give up his struggle. That strong will and vigour enabled him to attain success. So, one must understand that failure is not an end in itself. It is actually, a steppingstone to success.

God helps those who help themselves

A person who believes in fate is called fatalist. He has no confidence in himself, in his action. He believes that man is nothing before. It is fate which dominates and controls everything. Man is merely puppet in the hands of fate. Everything in this world is already decided by fate. But this concept reflects the dark side of life, pessimist's attitude towards life. A man who believes only in God, by remaining inactive, will spoil his future. Man should have belief in God, the Supreme Power. But devoting himself wholeheartedly to the God does not help him to survive. He

should remember the fact that work is worship. He must have belief in his work only, not in the result of his work. God will not help who sits idle. So fix your goal, discharge your duties with utmost dedication. Challenges may try to slow you down. But they can be overthrown. God will give you proper reward. Doing and Dedicating oneself for work contains success.

14.3 GROUP DISCUSSION

Group Discussion is considered to be the first and foremost criteria to select the suitable performer. Through group discussion, your communication skills, your behaviour and interaction with your group are assessed. The evaluators and the discussants are the two parties involved in group discussion. The evaluators assess the discussants' open-mindedness, active listening skill, leadership quality, decision making quality, analytical skills, subject knowledge, problem-solving skills, critical thinking skills, positive attitude, confidence, drive and initiative skill are evaluated.

14.3.1 Expressions to be used in Group Discussion

(i) The topic given is truly a serious issue. Let us look at this problem now.

(ii) It is indeed an interesting topic. Let us see the issues involved in:

To seek opinion from others

(i) What do you think…?

(ii) How do you feel about this?

(iii) What is your opinion about this?

(iv) We will be happy to hear about this from you…

(v) Shall we have your opinion?

To make suggestions

i. I would like to suggest

ii. My suggestion is

a. Let us see this from this angle

b. Shall we look at this from this angle?

To draw attention

i. Excuse me, I would like to add…

ii. Before we proceed to further. I wish to consider

iii. Le me explain this point

iv. But let us look at this from the different strand.

To promote good relationship with fellow participants

i. You are right

ii. I agree with you.

iii. Please continue.

iv. Please proceed further.
v. Will you please elaborate?
vi. I think, you mean…

NOTES

To conclude

i. Let us conclude the discussion
ii. We have arrived at conclusion
iii. We have been speaking on.

To express opinion

i. I am afraid I have a different opinion
ii. I am sorry I have to differ
iii. My observation is
iv. I don't think it is right

To ask for details

i. Can you explain?
ii. Can you say something more?

14.3.2 Sample for Group Discussion

Equal Rights for Men and Women

No.1 : The topic given to us is quite controversial topic. It can turn out to be gender war. I firmly believe that women should have the equal rights as men. World cannot survive only with men. Men and women are two elements of society. If women were not given rights, the world cannot flourish. Women and men enjoy the same status in the western countries. Men and women complement each other. But in India, women are treated as a secondary gender. But this is the country which is called 'Mother India'. I support the statement that women should enjoy the same status as men. Thank you.

No. 2 : Friends, I feel that women should be treated at par with men. But they should not be given equal rights. Nowadays, there is an increase in the number of working women. Because of that, men do lack getting a job. Because of women only, men face unemployment. If women are given equal rights, society will become unbalanced. Divorce will also become very common. It will disrupt the society. Thank you.

No.3: Friends, from the history, we can understand that the wars and downfalls are brought about by women. There is no doubt that women are weaker sex. So they can not stabilize themselves. Man only can stabilise woman, as a father, brother, husband or son. Women with individuality, will neglect their families. As a result of this only, nuclear family system is emerging. Because of such women only, children turn to the wrong path, becoming criminals, drug addicts, and extra marital affairs. It is they who denied the grandparents to live with them. So Women should be treated as subordinate. Thank you.

NOTES

No.4 I appreciate the previous speaker's point of view. He has justified his points. But we have to remember, no country can flourish, without making women as their equals. Literate women can contribute to society. Women take care of the domestic activities and care their husbands and children. Women should be given equal rights. Thank you.

No.5 I would like to state that women have already enjoyed their rights. Women in India loved to play the subordinate position i.e. sister, wife, daughter. They are brought up in such a manner. Women do not want to exercise their rights. I feel that women do not both much about their rights. Thank you.

No.6 In the name of equal rights, women have broken social norms. They wear obscene clothes. They prefer live-in relationships. They are the causes for social disintegration. If they are given equal rights, it is like, adding fuel to the fire. So no rights of equality can be given to them. Thank you.

No.7 In fact, I am of the opinion that women have more rights than men. In jobs, they are given priority. If they are given equal rights, they would not do justice to their jobs or to their families. Thank you.

No.8 I am of the opinion that women should be treated like equals. I would like to say that these rights should be limited to education, job and marriage. The rights can become detrimental for society. Thank you.

14.4 CONVERSATION

English should be practised in every day context to increase the fluency. To improve English conversational skills, one has to practice speaking outside the classroom. Real-world English conversation practice speeds up the conversational acquisition. Sharing experiences with different backgrounds helps to master your language. Some of the commonly used English expressions for everyday communication is given below.

14.4.1Apologizing

Expressions and phrases for apologizing:

i. My sincere apology.
ii. Sorry about that.
iii. Hope you won't mind it.
iv. Please forgive me for my rudeness.
v. I'm really ashamed that I behaved rudely.
vi. Please forgive me.
vii. I'm sorry for disappointing you.
viii. I sincerely apologize for my rude behaviour.
ix. Sorry about it. I won't repeat in in future.
x. I apologize for my rudeness.

NOTES

xi. I hope that you can forgive me.
xii. I cannot express how sorry I am.
xiii. There is no excuse for my behaviour, I understand.
xiv. Please forgive me.
xv. I beg your pardon.
xvi. Please pardon me.
xvii. Please forgive me.
xviii. I know, it was inexcusable.
xix. I made a mistake, I understand.
xx. I should not have said that.

The following expressions and phrases can be used for expressing apology.

i. I really apologize for _______.
ii. I am really sorry that _______.
iii. I'm really ashamed of _______. Please forgive me for that.
iv. Please forgive me for ________.
v. I'm sorry for ______.
vi. I would like to apologize or ____.
vii. Sorry about it. I ______.
viii. I'm awfully sorry for _____.
ix. My sincere apology for _____.
x. I'm terribly sorry for ______.
xi. I am extremely sorry for ____
xii. I owe you an apology _______
xiii. I'm really how sorry I'm _____.

Model Conversation for Apologizing

Stella apologizing her friend Surekha for dropping down her new mobile phone.

Sureka: What was that terrible noise? Did you drop anything?

Stella: I'm sorry Sureka. I dropped your mobile phone unknowingly.

Sureka: Was it broken?

Stella: No, but I'm really sorry.

Sureka: Haven't I told you to keep it safely? Why don't you hold it tight?

Stella: I should not have taken that. I'm really sorry. I won't repeat this mistake.

Sureka: That's ok. But handle phone carefully hereafter.

Stella" That's so kind of you.

Exercises:

1. Sarath and a group of boys break the window of Karthik's house, while playing cricket in the street. Write a conversation between Sarath and Karthik, Sarath apologizing Karthik.
2. Swetha dropped a glass and broken it. Write a conversation between Swetha and her mother, in which Swetha apologizes her mother.
3. Janani told her parents, "I hate you!". But she realized her mistake and apologize her parents. Write a conversation between apologizing Janani and her parents.

NOTES

14.4.2 Requesting

Polite expressions and phrases for making request:

i. Please…….
ii. Kindly……
iii. Would you please…….?
iv. Could you please………?
v. Would you mind ………?
vi. I would be grateful …….
vii. I would feel obliged……
viii. Do you mind if I………?
ix. May I ……….?
x. Can I help you?
xi. Would you like another coffee?
xii. Shall I open the window?
xiii. Would you answer me over phone?
xiv. Could you do me a favour?
xv. May I come in?

Sample for Requesting.

Suchitra : Excuse me, Madam, Could you give me your pen?

Neha : I'm really sorry. It does not write well.

Suchitra : That's alright. Would you mind lending your pencil?

Neha : Sure. Please wait for a while.

Suchitra : Madam, Would you please guide me to fill this form?

Neha : With great pleasure.

Suchitra : May I invite my friends also to get helped by you?

Neha : Go ahead.

Exercises

NOTES

1. Write a conversation between you and your teacher requesting him to admit yourself in his spoken English class.
2. Write a conversation requesting to show the way to the post office.
3. Write a conversation requesting to extend one more week lending library book.

14.4.3 Thanking

Expressions to thank

i. Thank you.
ii. I am so grateful.
iii. We are so thankful.
iv. It was very kind of you.
v. I appreciate your help.
vi. You have been very helpful.
vii. Thank you so much.
viii. You have been a tremendous help.
ix. Thank you for taking your time to explain it to me.
x. I really appreciate it.
xi. Thanks a lot, but you really shouldn't have.
xii. Thank you. That would be great.
xiii. Thank you. I just wanted to express my appreciation for your kindness.
xiv. Thanks, but I will manage by myself.
xv. Thank Goodness.

Sample for thanking

Susi : Shall I help you to clean your room?
Nivi : I really appreciate your kindness.
Susi : You are welcome.
Nivi : Did your mother train you to clean?
Susi : I clean by myself. That is my job, you know.
Nivi : Really? That's great.

14.5 IMPORTANCE OF VOCABULARY

Vocabulary is a fundamental part of life. The words that you use on a daily basis reflect your interest areas. If you are interested in music, then you will learn words such as singer, guitar, sitar, flute, saxophone, drums, orchestra and sounds. The

range of your concepts and ideas can be increased by the study of vocabulary. Vocabulary comprises three factors: writing, reading and speaking. The three elements make up a bigger structure that is called literacy. Literacy is vital in the present day and age all over the world, and vocabulary is the medium which establishes cultural literacy.

Reading at an Early Age

When they grow up, this will help them in every aspect of life. Even when they have to prepare their curriculum vitae for prospective jobs, their grasp over the language will impress potential employers, since they will have strong vocabulary skills. A strong vocabulary will allow them to convey their view articulately in a public speaking forum or while presenting a business plan. Both parents and teachers must inculcate a love for reading in children. It should not be treated as a compulsion; instead, it should be regarded as a 'fun' thing to do.

Benefits of a Good Vocabulary

When you meet someone, the initial reaction is physical: you look at the person and begin an initial conversation. In spite of the individual's appearance and mannerisms being impressive, if he fumbles with words when he begins to talk, your opinion of him will change. Speaking well is very important because verbal communication is a part of everyday life. Therefore, the first step is to increase your vocabulary. We interact with others every day. Even the most introvert person feels the need to exchange a few words in a day. This is where an improved vocabulary will help you. A useful way of increasing your vocabulary is by using various methods that build vocabulary. Improving your vocabulary does not need to be boring or time consuming. The benefit of using software is that in as little as ten minutes a day, you can immediately start increasing your vocabulary.

14.5.1 Importance of Good Vocabulary

It is important to have a good vocabulary for a number of reasons:

Every time you speak to somebody, they try to understand how competent, successful and smart you are. Research and surveys have proved that people are more likely to be judged as competent and smart when they have a good vocabulary.

Words are the tools our mind uses to think, plan and solve problems with. Try to think of a solution to a problem without thinking in words. Is it possible? The answer is a plain no.

Therefore, knowing more words expands the ability of your mind to think and act.

14.5.2 Enriching Your Vocabulary

One can enrich his/her vocabulary by the following:

- Learn to feel affection for words. You have to really cultivate the urge to learn new words if you want to succeed.

NOTES

- Look up the meaning of words you do not know. After looking up a word several times in the dictionary, you will eventually be able to remember its definition.
- Many websites and newspapers establish new words every day, terming the column as 'Word of the Day'.
- Extensive reading of all kinds of books is one of the oldest and most reliable methods. When you come across a new word read the sentences carefully and try to decipher the meaning from the context. After you have guessed its meaning, check in the dictionary.
- Sit down with the dictionary every day and learn a few words.
- Play word games with friends. Play Boggle, Scrabble, or catch phrase, crossword puzzles and quizzes. These games will teach you many new words. If your companion comes up with a word that you do not know, ask him what it means.
- Learn to be sharp-eyed, watch the words people use. Use the words you learn when you are talking to people or writing letters or an e-mail. Try to use at least four new words a day when communicating with anyone.
- Learn roots, prefixes and suffixes. Many words in the English language originate from Latin or Greek words. When you combine these Latin or Greek words, you get new words in English. For example: astro ('astron' meaning 'star') + logy (logos meaning 'speech') results in the English word, astrology (meaning, 'telling of the stars'). You may also purchase an etymological dictionary (meaning 'a dictionary of word origins').
- Learning French, Spanish, Italian, Latin or Ancient Greek will help you to improve your vocabulary, especially because so many intricate English words originate from these ancient languages.
- Practice with a friend who is good at English, and use new words with this friend. You can e-mail, chat and even talk over the phone with each other. A friend who understands that you are learning can help you practice and advise you as well.

Since talking to a friend is always enjoyable, you will not feel that it is a task that needs conscious deliberation.

- Listen to the radio, watch television or read magazines that you like in English, and practice understanding the language when spoken too. Watching TV channels such as BBC and CNN will help you in learning new words.

Advice

- Try to enjoy words. Practice the tips given above, but do not think that it is an English vocabulary learning session. Pick the points with which you are most comfortable.
- Learning new words is exhilarating and fascinating. It should not seem like an

English lesson. If you feel stressed, you are being too hard on yourself and eventually you will not learn anything. Do not use it like a daily routine; rather use it as a pastime.

NOTES

Attention

- Note that some words might have different meanings, depending on the context.

Learn more about how to use the new words that you learn.

- Avoid using a new word especially in business correspondence unless you are completely certain about its meaning and how to use it correctly else, this might confuse your audience.

The change in your vocabulary will not be revolutionary, however with time it will improve greatly. Remember there is no short cut to increase or sharpen your vocabulary. However, if you follow the activities mentioned above systematically and regularly, you will definitely improve your word power.

14.5.3 Learning New Words

Increasing your vocabulary is not an easy task and takes much effort on the part of the individual. Let us see what an enhanced vocabulary can do for you. It is a well-known fact that appearance creates the first impression. The way you look makes the first impression, however, the way you speak adds to that first impression or breaks it instantly. The following are some enjoyable means of learning new words:

1. Word of the Day. Pick a word. Put it in a sentence and ask your friends if anyone can understand the meaning from the context. If one is wrong, pass it on to the next; whoever gets the correct definition, congratulate him/her on deriving the meaning. If they are all puzzled, give them a new sentence. If after three sentences they are still confused, define the word for them and ask them to make sentences using the word. Write the word on the board and leave it there until the next day.
2. Find the antonyms. What is the opposite of friend? If the first one to reply wins, he/she should ask the next question. This game is fast moving and fun, especially if silly/funny/difficult words are added.
3. Find an alternate word. Play with synonyms, words that are similar in meaning. 4. Storytelling. Start a story; then pass it on from one person to another, so that it keeps building as it goes on.
5. Make a list of words from the textbook or from the text you have been reading, then on the right side of the same paper, write a simple definition. Here is an example:

   Banana Long, yellow fruit

   Tomorrow The day after today

   Radio We can listen to it, hear music and live news reports

NOTES

6. Write at least ten words for one list. Then ask each other the meaning of any five words out of the ten. This way, no one will know which word is coming next. Keep a timer to see how long it takes to ask and answer five questions. Repeat the same exercise several times.

Check Your Progress

1. Name the three factors which form a major part of vocabulary.
2. Give two points as to how an individual can enrich his/her vocabulary.

14.6 SYNTHESIS OF SENTENCES

Sentence pattern refers to the way the elements in a sentence are organized or arranged. The elements of a sentence can be described in terms of functional labels such as subject, verb, object, complement and adverbial or in terms of categorical labels such as noun phrase, verb phrase, adjectival phrase or adverbial phrase. The classification of sentence patterns depends upon the nature of verbs, that is whether a verb is of be-type, become-type, have-type, intransitive or transitive. Look at the following sentence:

S V C

John is a very good teacher.

(S = Subject, V = Verb, C = Complement, O = Object and A = Adverbial.)

The pattern of the above sentence is:

S + V + C

Innumerable sentences can be framed on the above pattern. For example:

S V C

(i) She is a nurse.
(ii) She is a black beauty.
(iii) She is in the room.

The following are the basic elements of a sentence:

(a) subject
(b) verb
(c) object
(d) complement
(e) adverbial.

Cleft Sentences

A simple sentence can be divided into two separate sentences, each having its own verb. Consider the following sentences:

- Sobhasaria Engineering College bought a lot of original software for its electronics laboratory last year.

The above sentence can be divided into the following two sentences:

- It was Sobhasaria Engineering College
- that bought a lot of original software for its electronics laboratory last year

This is called a cleft sentence.

The above sentences can be devised in to several cleft sentences depending upon what element the writer or the speaker wants to emphasize. In the above sentences, it is Sobhasaria Engineering College, which is brought into focus. Other elements such as a lot of original software and for its laboratory and last year can also be focused.

- It was a lot of original software that Shobhasaria engineering College bought for its electronics laboratory.
- It was for its electronics laboratory that Sobhasaria Engineering College bought a lot of original software.
- It was last year that Sobhasaria Engineering College bought a lot of original software for its electronics laboratory.

Notice the second part of the sentence is similar to a restrictive relative clause and this fact is corroborated by the use of relative pronouns such as which and that.

There are two types of cleft sentences: **it-type** cleft sentence and **what-type** cleft sentence. Suppose we want to emphasize several original software. We can use either it-type cleft sentence or what-type cleft sentence as given below:

- It was a lot of original software that Sobhasaria Engineering College bought for its electronics laboratory last year.
- What Sobhasaria Engineering College bought for its electronics laboratory last year was a lot of original software.

14.6.1 Types of Sentences

1. Simple Sentences

   A simple sentence is a sentence with one independent clause.

2. Complex Sentences

   Complex sentences involve a main clause and one or more subordinate clauses. The subordinate clauses are joined to the main clause by means of a subordinate conjunction such as **that, why, what, where, whether, if,** etc. If the subordinate clause is part of the main clause in the same way as a phrase, it is part of the sentence.

NOTES

For example:

S	V	O
He	confessed	[his crime]
S	V	O
He	confessed	[that he had committed the crime]

There are three types of subordinate clauses:

- Noun clauses
- Adjective clauses
- Adverb clauses

The classification of these clauses depends upon the function they play in the main clause.

3. Compound Sentences

Compound sentences are the sentences in which two or more main clauses (i.e. equal clauses of equal rank) are conjoined by means of coordinating conjunctions (such as and, but, or, so). The sentences also show how one clause is related (i.e. relationship of addition or contrast of choice) to the other.

The following instances discuss more about coordination in sentences:

(a) Two negative clauses can be joined by **and**:
   - I haven't gone to my village for the last four years, **and** I don't intend to go this year also.

(b) Use **or** instead of **and** if both the negative clauses have the same subject and the same auxiliaries:
   - He does not speak English **or** French.
   - I don't drink **or** chew tobacco as a matter of policy.

(c) Negative clauses can alternatively be linked by using **and**, **neither**, and **nor**: In such a case, an auxiliary verb (such as **be** or **do**) is placed before the subject:
   - I don't like sweets, **nor** do the rest of my family
   - He was not happy with the arrangements made in the party and **neither** were others.
   - He is not rich, **nor** is he poor.

(d) The conjunction and if it comes after an imperative sentence followed by a clause which contains a future tense verb, expresses a condition:
   - Pay me Rs 200 and you'll have no trouble. It is the same as: If you pay me Rs 200, you will face no trouble.
   - Leave now and you will be at the station in time.

(e) Sometimes, a coordinate conjunction is followed by another coordinate conjunction:

- She was rich and yet not happy.
- The college was closed and so I could not collect my certificates back from the clerk.

NOTES

The following are some instances of differences between complex and simple sentences:

Complex Sentences	*Simple sentences contained therein*
This is the house that Jack built.	There are two verbs, which creates two simple sentences: (i) This is the house. (ii) Jack built the house.
This is the cat that lived in the house Jack built.	There are three verbs, which gives us that three simple sentences: (i) This is the cat. lived in the house. (iii) Jack built the house.
This is the cat that chased the rat simple sentences:	There are four verbs, which creates four that lived in the house that Jack built. (i) This is the cat. (ii) The cat chased the rat. (iii) The rat lived in the house. (iv) Jack built the house.

The diagrammatic representation of transformational operations in case of the following sentence is given below:

This is the dog that killed the cat that chased the rat that lived in the house that Jack built.

(i) This is the dog.

= that

(ii) **[The dog]** killed the ear.

= that

(iii) **[The cat]** chased the rat.

= that

(iv) **[The rat]** lived in the house.

(v) (i) (ii)

[The House] Jack built [**the house**]

replaced by that #

NOTES

Check Your Progress

3. What are the basic elements of a sentence?
4. What are the two types of cleft sentences?
5. The sentences given below are relative clauses. Give simple sentences for each of them:
    I. The people being asked to take retirement are all over the age of 70.
    II. Glancing over the shoulder, he could see the dog chasing him.
6. Join the sentences below by turning the second sentence into a relative clause.
    I. Sita was able to switch between Hindi, Gujarati, and English. She spoke all the three languages fluently.
    II. The dragonfly is an insect. We know very little of it

14.7 CONDITIONAL SENTENCES

There are three types of conditional sentences in English language:

- Open condition
- Improbable/rejected condition
- Unfulfilled condition

The following are the instances of these type of sentences:

- If the bus reaches by 10 am, I will be able to reach the MREC by 11 am. (open condition)
- If the bus did not break down, it would reach Jaipur by 10 am. (improbable condition)
    (a) If I had started a day earlier, I would have already been in Jaipur. (unfulfilled condition, with past consequence)
    (b) If the diamond merchant had not given me lift, I wouldn't be here. (unfulfilled condition with present consequence)

Below we discuss all the three types of conditional clauses with more examples.

Open Condition

Study the following sentences:

(i) If you work hard, you will pass the exam.
(ii) If Ram goes to Agra, he will see the Taj.
(iii) If Radha marries Krishna she will be happy.
(iv) If I am called for the interview, I will be selected.

Notice the following points about the sentences:

If I **work hard**, **I will pass the exam**.

Conditional clause result clause.

The clause beginning with **if** is called the conditional clause and the main clause is called the **result clause.**

In the **if** clause, we use simple present tense and in the result clause, we use **it will + first form of the verb**.

In this respect, this type of clause is different from Hindi conditional sentences.

In Hindi, in both the clauses, we use simple future tense.

Therefore, a word of caution is required for Hindi speakers using English. They should avoid using will + first form of the verb in the conditional clause.

Though the most common form to be used in this pattern is simple present + will / shall + first form of the verb, other tenses are also possible as illustrated by the following sentences.

(i) If you go past the post office, please post this letter for me. (Simple present +imperative)

(ii) If your car is not working, you can use mine. (present continuous + can + first form of the verb)

(iii) If you heat water at 100°C, it starts boiling. (simple present + simple present)

(iv) If you leave now, you may reach by 10 am. (simple present + may + first form of the verb)

(v) I shall be grateful if you will do me a favour. (shall + first form + will + first form; shows polite request)

The *if* clause states a condition and if this condition is satisfied, the result will follow.

The time denoted by this type of conditional sentence is generally future.

Improbable/Rejected Condition

This condition is also called doubtful or hypothetical condition. Look at the following sentences:

(i) **If you worked hard, you would pass the exam**.

Conditional clause result clause.

(ii) If a ghost came into your room, what would you do?

(iii) If I had wings, I would fly.

(iv) If I were the Prime Minister of India, I would make revolutionary changes in the field of IT.

Note the following points about this condition.

1. This condition is called improbable or doubtful condition. Look at the sentence (i) above. The teacher is doubtful about the student's working hard and hence he is also doubtful about his passing the exam. In (ii) it

NOTES

is improbable that a ghost would come into the room. Sentence (iii) states a hypothetical condition, which is unlikely to be fulfilled.

2. The tense used in the conditional clause is simple past and the tens: used in the result clause is would + first form of the verb. Other configurations are also possible with might, could, etc.
   (i) If you started earlier, you might reach in time. (You will perhaps reach in time.)
   (ii) If you worked hard, you could pass the exam. (You will perhaps pass the exam.)

   The time denoted by this conditional type of sentence is future.

   Please note this type of conditional sentences are not available in Hindi. Therefore, Hindi speakers using English make a lot of mistakes.

Unfulfilled Condition

Look at the following sentences:

(i) If you had worked hard, you would have/could have passed the exam.
    (You did not work hard. You did not pass the exam.)
(ii) If he had helped her, she could have gotten the job. (He did not help her.
    She did not get the job.)
(iii) If I had known it before, I would have applied for the job. (I did not know it before. I did not apply for the job.)
(iv) If they had played well, they could have won the match. (They did not play well. They did not win the match.)

Note the following features about this condition:

1. This condition is called unfulfilled condition because the condition was not satisfied and hence the result did not follow. For example Sentence
   a. above shows that he did not work hard and hence he did not pass.
2. In this type of sentences, we use had + third form of the verb in the conditional clause and would/could/might + have + third form of the verb in the result clause.

   Sometimes, we see a variation in the form:
   (i) If you had not given me a ride, I wouldn't be here. (present consequence of a past action)
   (ii) If you had not given me a ride, I wouldn't have reached the college in time. (past consequence of a past action)
3. This type of conditional sentence shows past time.
4. This type of conditional sentence has a negative meaning and can be paraphrased by 'not'.

   If you had worked hard, you would have passed the exam.

(You did not work hard. You did not pass the exam.)

Exercise - 1

NOTES

Put the verbs in the brackets in the following sentences into the correct form.

1. If you (not) work hard now, you (be) sorry afterwards.
2. If you (earn) 2 lac rupees, you (be able) to buy a car.
3. If you have a car, you (be able) to reach office in time.
4. I don't work hard. If I (work) hard, I (pass) the exam.
5. I don't like him. If I (like him), I (stay) with him in the same room.
6. I don't write letters to him. If I (write) letters to him, I (know) where he is.
7. If you (boil) water, it (start) evaporating at l00°C.
8. If your scooter (go) out of order, (use) my car.
9. I don't have a car. If I (have) a car, I (go) to office by car.
10. You seem to be poor. If you (be) rich, you (send) your kids to a good public school.
11. You 'seem to be weak. If you (be) strong, you (not cry) with pain like this.
12. I am not a rich man's daughter. If I (be) rich, I (distribute) all my wealth among the poor.
13. If I (have) the money, I would have bought a car.
14. If she had money, she (buy) gold ornaments.
15. I don't like wearing gold jewellery. If I (like) it, I (buy) it.
16. l have not seen a ghost till today. If I (see) a ghost now, I (scream) at the top of my voice for help.
17. This plant does not flower in winter. If it (flower) in winter, it (be) a pleasant spectacle.
18. He did not work hard. That is why he failed in the exam. If he (work) hard, he (not fail) in the exam.
19. He did not know how to drive. That is why he did not use a car. If he (know) how to drive, he (use) a car.
20. He did not know how to flatter the management. That is why he lost his job. If he (know) how to Hatter the management, he (not lose) his job.
21. I don't like driving fast. If I (drive) fast, I (meet) with an accident.
22. I don't like his tactics. If I (like) his tactics, I (follow) his example.
23. He did not like wearing a dhoti. That is why he was wearing a pair of trousers. If he (not like) wearing a dhoti, he (wear) a pair of trousers.
24. I don't know how to interact with people. If I (know) they (come) to my room too.

25. He did not teach in the class. That is why his result was poor.
    If he (teach) in the class, his result (not be) so poor.
26. He was no longer popular. That is why his popularity graph declined.
    If he (be) popular, his popularity graph (not decline).

NOTES

Exercise - 2

Complete the following sentences:

1. If you go to Kolkata ....
2. If you go to college by bus ....
3. If a ghost came into my room ....
4. If I had enough money ....
5. ……….the result would be good.
6. ……….the what would happen?
7. ……….the plants would be fresh and green.
8. If you had attended the interview ....
9. ……….the would have been selected.
10. If you go out of the room ....
11. If you happen to meet him ....
12. If he had posted the letter in time ....
13. If you served humanity ....
14. If you worshipped two hours every day ....
15. Look me up ....
16. If you were an MP, ...
17. If you win a lottery ....
18. If he had been brought up well ....
19. If you see a butterfly ....
20. If it is raining now, ...

Exercise -3

Complete the following sentences:

1. If x-rays had not been discovered ....
2. If you believe in ghosts ....
3. If they offered him US dollar 1.5 lac ....
4. I shall never permit you to attend a Refresher Course if ....
5. If you think it is absolutely necessary ....
6. If he had not fallen in the pig sty ....

NOTES

7. Oil floats if ....
8. If I met your friend in the street ....
9. If he wastes his time ....
10. If I had the sort of son people have these days ....
11. I'1l consent as well.
12. If May had not gone to Italy. ..... .
13. If I won a lottery ....
14. If it rains tomorrow,
15. What will you do if ....
16. If many people board the boat ....
17. If a metro had been built in Chennai ....
18. Unless you are more careful ....
19. Would it affect your pension if ....
20. If I had known there was ginger in it ....
21. Hurry or else ....
22. Dial O07 if ....
23. He will not answer unless ....
24. If it had not been a hot day ....
25. If the driver had a nap ....
26. If you put salt in water ....
27. If he didn't smoke so much ....
28. If I pass this exam ....
29. The milk wouldn't have turned sour if ....
30. Should you lose your way ....
31. ………… I would have been seriously injured.
32. ………… you might succeed.
33. What would you do if ....
34. If he did not return ....
35. Remind him to phone me if ....
36. If you had gone to bed earlier ......
37. Unless he switches off the radio ....
38. The flight is generally postponed ....
39. They generally play football if ....
40. People eam a lot of money if they ....

NOTES

41. He could buy a new car if they ....
42. If I were the Prime Minister, I ....
43. If the car hadn't broken down, we ....
44. If the policeman hadn't shown me the way, I ....
45. He could have never won his case if his lawyer ....
46. If I worked hard ....
47. If a ghost came 1nto the room
48. .... I would have seen the Taj
49. .... you should have passed the exam
50. If l were rich
51. If you do not walk carefully
52. If you were to buy a car
53. Were they to arrive tomorrow
54. Had I known he would pass
55. Should you go past the college

Key to Exercise - 1

1. do not work, will be
2. earn, will be able
3. have, will be able
4. worked, would pass
5. liked, would stay
6. wrote, would know
7. boil, starts
8. has gone, use
9. had, would go
10. were, would send
11. were, would not cry
12. were, would distribute
13. had had
14. would have bought
15. liked, would buy
16. saw, would scream
17. flowered, would be
18. had worked, would not have failed

19. had known, would have used
20. had known, would not have lost
21. drove, would meet
22. liked, would follow
23. had not liked, would have worn
24. knew, would come
25. had taught, would not have been
26. had been, would not have declined

Keys to Exercise-2

Note: Other alternatives are possible

1. bring a pair of goggles for me
2. take a bus pass
3. I would chant "Hanuman Chalisa"
4. I would buy a car
5. If I taught well
6. If you kicked the dust
7. If he watered the plants
8. you would have been selected
9. If they had called him for the interview
10. switch off the lights
11. don't forget to tell him that I still cherish him
12. he would have received it in time
13. God would reward you
14. all your sins would be over
15. if you happen to come this side next time
16. what would you do?
17. what would you do with the money
18. he would have behaved nicely
19. don't catch it
20. don't go out

Key to Exercise - 3

1. many people would have died of deadly diseases
2. you will be called anachronistic

NOTES

NOTES

3. he would buy a decent house in Mumbai
4. you don't finish your course in time
5. you should do it
6. he would not have broken his bones
7. you pour it on water
8. I would recognize him
9. he will regret it
10. I would have disinherited him
11. if you agree
12. John would not have fallen in love with Catherine
13. I would buy a car
14. I won't be able to go to Kolkata
15. you win a lottery
16. the boat will capsize
17. the traffic situation would have been much better
18. you will harm yourself
19. you accepted this job
20. I would not have drunk it
21. you will miss the train
22. you are in trouble
23. you goad him
24. I would not have felt tired
25. he would meet with an accident
26. dissolves
27. he wouldn't be sick
28. I will go abroad
29. you had put it in the fridge
30. you must give me a call
31. If you had not saved me
32. If you worked hard
33. you won a lottery
34. in time, I would be worried
35. he is in trouble
36. you would have woken up on time

37. I will not be able to concentrate
38. if visibility is low
39. the weather is line
40. are hard working
41. had money
42. would introduce free education up to secondary schools
43. wouldn't have been late
44. would not have reached here
45. hadn't helped him
46. I would pass the exam
47. I would scream loudly
48. If I had gone to Agra
49. if you had really worked hard
50. I would distribute my wealth among the poor
51. you will fall
52. which brand would you buy?
53. we should be unprepared
54. I would not have snubbed him d
55. give this message to the street vendor there

NOTES

Check Your Progress

7. Name some of the subordinate clauses that are joined to the main cause by means of a subordinate conjunction.
8. What are the coordinating conjunctions that link negative clauses?

14.8 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Vocabulary comprises three factors: writing, reading and speaking. The three elements make up a bigger structure that is called literacy.
2. One can enrich his/her vocabulary by:
   - Learning to feel affection for words. You have to really cultivate the want to learn new words if you are going to succeed.
3. The basic elements of a sentence are as follows: subject, verb, object, complement and adverbial.

NOTES

4. The two types of cleft sentences are it-type cleft sentences and what-type cleft sentences.
5. The simple sentences for each of the relative causes are as follows:
   - I. a. The people are all over the age of 70.
     - b. Someone asked people it.
     - c. People take retirement.
   - II. a. He glanced over the shoulder.
     - b. He could see the dog.
     - c. The dog chased him.
6. The following sentences have been joined by turning the second sentence into a relative clause.
   - I. Sita was able to switch between Hindi, Gujarati, and English, all of which she spoke fluently.
   - II. Dragonfly is an insect which we know very little of.
7. The subordinate clauses are joined to the main clause by means of a subordinate conjunction such as that, why, what, where, whether, if, etc.
8. Some of the coordinating conjunctions that link negative clauses are as follows: and, neither, and nor. In such a case, an auxiliary verb (such as be or do) is placed before the subject.

14.9 SUMMARY

- In most English class, compositions can be called an essay, report, presentation or a term paper. In English composition, the students are learning to compose and clearly communicate in writing.
- English should be practised in every day context to increase the fluency. To improve English conversational skills, one has to practice speaking outside the classroom.
- Vocabulary is a fundamental part of life. The words that you use on a daily basis reflect your interest areas. If you are interested in music, then you will learn words such as singer, guitar, sitar, flute, saxophone, drums, orchestra and sounds.
- Parents should inculcate the habit of reading in children at an early age. Helping them build a structured vocabulary is a valuable gift one can give to children.
- When you meet someone, the initial reaction is physical: you look at the person and begin an initial conversation. In spite of the individual's appearance and mannerisms being impressive, if he fumbles with words when he begins to talk, your opinion of him will change.
- Every time you speak to somebody, they try to understand how competent,

successful and smart you are. Research and surveys have proved that people are more likely to be judged as competent and smart when they have a good vocabulary.

NOTES

14.10 KEY WORDS

- **Proverb:** It is a short and famous saying that effects gives advice on a common truth of life.
- **Group discussion:** It a discussion involving a number of people who are connected by some shared activity, interest, or quality.
- **Proofreading:** It is the process of reviewing the final draft of a literary piece of work to ensure that there is usage of proper grammar, spelling and punctuation.
- **Suffix:** In linguistics, a suffix (also sometimes termed postfix or ending or, in older Literature, affix) is an affix which is placed after the stem of a word.

14.11 SELF-ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Write a conversation between you and your father, thanking him for buying a new mobile phone for you.
2. Write a conversation between you and your mother, requesting her to give permission to go for educational tour.
3. Write a note on the following proverb, explaining its meaning, purpose, advising. Relate to your personal or profession life.
    i. Haste makes waste
    ii. Pride comes before a fall
    iii. Little Strokes fell great oaks.
    iv. A stitch in time saves nine.
    v. As you sow, you shall reap.
    vi. A thing begun is half done.
    vii. Barking dogs seldom bite.
    viii. Beauty is in the eye of the beholder.
    ix. Better late than never.
    x. Blood is thicker than water.
    xi. Cleanliness is next to Godliness.
    xii. Cowards die many times before their deaths.

xiii. Don't blow your own trumpet.
xiv. Don't cast pearls before swine.
xv. Don't judge a book by its cover.
xvi. Early bird catches the worm.
xvii. Every cloud has a silver lining.
xviii. Fall seven times. Stand up eight.
xix. Fortune favours the brave.
xx. God helps those who help themselves.
xxi. Honesty is the best policy.
xxii. Hope for the best, prepare for the worst.
xxiii. Ignorance is bliss.

4. Write a note on the following proverb, explaining its meaning, purpose, advising. Relate to your personal or profession life.

i. Haste makes waste
ii. Pride comes before a fall
iii. Little Strokes fell great oaks.
iv. A stitch in time saves nine.
v. As you sow, you shall reap.
vi. A thing begun is half done.
vii. Barking dogs seldom bite.
viii. Beauty is in the eye of the beholder.
ix. Better late than never.
x. Blood is thicker than water.
xi. Cleanliness is next to Godliness.
xii. Cowards die many times before their deaths.
xiii. Don't blow your own trumpet.
xiv. Don't cast pearls before swine.
xv. Don't judge a book by its cover.
xvi. Early bird catches the worm.
xvii. Every cloud has a silver lining.
xviii. Fall seven times. Stand up eight.
xix. Fortune favours the brave.
xx. God helps those who help themselves.
xxi. Honesty is the best policy.
xxii. Hope for the best, prepare for the worst.
xxiii. Ignorance is bliss.

NOTES

5. What are cleft sentences? Give some examples.
6. What is the difference between simple, complex and compound sentences?
7. The sentences given below are relative clauses. Give simple sentences for each of them:
   - The girls being chosen for the team are under 15.
   - Having completed the book, he had a holiday.
8. Join the sentences below by turning the second sentence into a relative clause.
   - We are grateful to Ram. We had travelled home in his car.
   - That boy backed out of his promise to take admission at our college. This is very disappointing.
9. Put the verbs in the brackets in the following sentences into the correct form.
   - He did not know how to drive. That is why he did not use a car. If he (know) how to drive, he (use) a car.
   - He did not know how to flatter the management. That is why he lost his job.
10. Complete the following sentences:
   - If you see a butterfly ....
   - If it is raining now, ...

Long-Answer Questions

1. Expand the following proverb into a paragraph:
   i. All that glitters is not gold.
   ii. Justice Delayed is Justice Denied.
   iii. Knowledge is power.
   iv. As you sow, so you reap.
   v. Charity begins at home.
2. Write the group discussion on any one of the following topics:
   i. Social Media: Boon or Bane
   ii. Death Penalties for Crime Against Women
   iii. Smart Work vs Hard Work
   iv. Advertisements Beneficial or Not?
   v. Child marriages in India
3. Explain conditional sentences with the help of examples in each instance.

14.12 FURTHER READINGS

NOTES

Azar, B.S. 2003. *Fundamentals of English Grammar*. New York: White Plains.

Altenberg, E.P. and Vago, R.M. 2010. *English Grammar: Understanding the Basics*. Cambridge: Cambridge University Press.

Kassis, Riad Aziz. 1999. *The Book of Proverbs and Arabic Proverbial Works.* Koln: BRILL.

Raymond, Murphy. 1986. *English Grammar in Use*. Cambridge: Cambridge University Press.

Wolff, Jonathan. 2006. *An Introduction to Political Philosophy*. Oxford: Oxford University Press.

Sidhu, C. D., Prem Nath and Kapil Kapoor. 2004. *Comprehensive English Grammar and Composition*. New Delhi: Khosla Publishing House.

Wren, P. C. and H. Martin. 2007. *High School English Grammar & Composition*. New Delhi: S. Chand & Company.